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This teaching guide for grade 4 is designed for the study of any state in the United States and investigates how people from different cultures interact in a particular environment. The objectives of the curriculum (grades 1-8) of which this guide is a part, 11 key concepts developed throughout it, and 19 behavioral objectives, with rationales, to be achieved during the fourth grade are listed. This year's program is made up of three units, each developed around a main idea: (1) "The culture of different peoples influences the manner in which they use the same environment." (2) "Man's way of living is affected by the physical and social environment in which he lives." (3) "As societies grow, both their requirements and their problems change." For each unit, learning objectives, suggested learning activities, notes for the teacher, and evaluation exercises are provided. Teaching strategies for cognitive skills and for attitudes, feelings, and values are also included. (LH)

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The TABA Social Studies Curriculum Project

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THE TABA SOCIAL STUDIES CURRICULUM

Grade Four—OUR STATE—A CHANGING SOCIETY

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San Francisco State College, 1969

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KEY CONCEPTS IN THIS CURRICULUM

This Teacher's Guide for Grade Four is part of a curriculum developed for teaching social studies in the first through eighth grades. Basic to this curriculum are certain key concepts which represent highly abstract generalizations selected from the social sciences for their power to organize and synthesize large numbers of relationships, specific facts, and ideas.

These key concepts are treated again and again throughout the eight grades. Thus, as the student's own experience broadens and his intellectual capacities develop, the curriculum provides him with repeated opportunities in a variety of contexts to develop an increasingly sophisticated understanding of these concepts.

CAUSALITY

Events often can be made meaningful through studying their antecedents. Hence, to some extent, future events can be predicted.

Events rarely have a single cause, but rather result from a number of antecedents impinging on one another in a given segment of time and space.

CONFLICT

Interaction among individuals or groups frequently results in hostile encounters or struggles.

Conflict is characteristic of the growth and development of individuals and of civilization as a whole.

There are culturally approved and disapproved means for resolving all varieties of conflicts.

Irrational conflict is reduced by recognition of the inevitability of differences and of the difficulty of determining their relative value.

In most situations, some form of compromise is necessary because of the serious consequences of sustained conflict.

COOPERATION

The solution of important human problems requires human beings to engage in joint effort.

The more complex the society is, the more cooperation is required.

Cooperation often requires compromise and postponement of immediate satisfactions.

CULTURAL CHANGE

Cultures never remain static, although the context of the change (economic, political, social, and technological) the speed of the change, and the importance of the change, vary greatly.

Cultural change is accelerated by such factors as increased knowledge, mobility, and communication, operating both within and between cultures.

DIFFERENCES

The physical, social, and biological worlds (including human beings and their institutions) show extreme variation.

Survival of any species depends on these differences.

Conflicts and inequities often result from assigning value to particular categories of differences, such as white skin or high intelligence.

INTERDEPENDENCE

All persons and groups of persons depend upon other persons and groups for satisfaction of needs.

Behavior of each person and group affects other persons and groups in important ways. These effects on others are often indirect and not apparent.

MODIFICATION

As man interacts with his physical and social environment, both he and the environment are changed.

Man has often exploited his physical environment to his own detriment.

POWER

Individuals and groups vary as to the amount of influence they can exert in making and carrying out decisions which affect people's lives significantly.

As a strong motivating factor in individual and group action, the desire for power often leads to conflict.

SOCIETAL CONTROL

All societies influence and attempt to mold the conduct or behaviors of their members. The techniques used include precept, example, and systems of reward and punishment; the specifics of these techniques vary greatly from one society to another.

Marked differences in child-rearing practices often exist among societies.

All societies have some way of punishing adults who do not conform to established ways. The means of punishment include ridicule, shaming, and ostracism, as well as physical punishment and execution.

Written laws are an attempt to clarify the rules by which society operates and to promote an impartial treatment of its members.

Everyone belongs to many groups with over-lapping membership, different purposes, and often conflicting demands on members in terms of duties, responsibilities and rights; each, by exerting social controls shapes the personality structure and behavior of its members.

TRADITION

Societies and the groups and individuals within them tend to retain many traditional values, attitudes, and ways of living and dealing with current problems, whether or not that behavior is appropriate.

Certain institutions in societies, such as the family, religion, and education, tend to change less rapidly than do other elements of societies.

VALUES

Those objects, behaviors, ideas, or institutions, which a society or an individual considers important and desires constitute values.

Whether or not a person holds a value can be inferred by others only on the basis of an extensive sample of his behavior.

Societies and individuals often differ significantly in the values they hold.

Values develop through both non-rational and rational processes.

The survival of a society is dependent upon agreement on some core of values by a majority of its members.

The greater the variety of values within a society, the greater the likelihood of disagreement and conflict; in some societies such conflict is accepted as necessary to the realization of core values.

INTRODUCTORY STATEMENT ON BEHAVIORAL OBJECTIVES AND EVALUATION

BEHAVIORAL OBJECTIVES

The statements of objectives in this curriculum reflect the growing emphasis on expressing objectives in behavioral terms. However, too much insistence on stating objectives strictly in terms of observable and highly specific behaviors may distort the intent of the educator and/or yield lists that are too long to be used effectively.

An attempt was made therefore to reconcile the two points of view so as to have the best of both worlds. Each objective is stated first in terms of observable behavior. Where necessary for full communication of the intent, illustrations of the kinds of specific behaviors desired are included. This procedure was chosen rather than listing all of the possible specific behaviors implied by an objective which would of course, be almost endless. Following each description of behavior is a summary of the rationale for the objective - why it is important, how it is related to other outcomes, and how it can be conceptualized in terms of certain psychological constructs such as *comprehension, comparison, analysis, attitude, feelings, sensitivity,* or *empathy.* The parallel expression of objectives in terms of both behavior and rationale seemed desirable because it is difficult to express certain objectives in terms of specific behaviors only and others appeared incomplete when expressed in terms of constructs without the behavioral component.

At the beginning of the Teacher's Guide a master list of objectives is provided for the entire year's program. At the beginning of each unit abbreviated references to the master list are included to help the teacher identify objectives to be emphasized in teaching that particular unit. It should be emphasized that this list does not exhaust the possible list of objectives for the curriculum. Rather it indicates those considered of primary importance.

The objectives do not contain precise indications of the level of proficiency expected since this will depend in part on the initial level of proficiency or "entering behavior". Thus, the objectives, as stated, are much the same throughout the eight grades, though one would expect increasing levels of proficiency" if students have studied the curriculum throughout several grades. If, however, the curriculum were introduced for the first time at all grade levels, one would not expect as much difference between say, first and fourth graders. The evaluation exercises provide some guidelines as to "typical" responses of pupils, but in the last analysis, each teacher must set his own expectations.

EVALUATION

Evaluation exercises have been included at various points in this Guide to help teachers and pupils plan appropriate learning experiences and judge the effectiveness with which objectives are being met. The prime function of the proposed evaluation procedures is to help children learn better.

The exercises are designed to supplement and refine the impressionistic judgments that teachers customarily make about changes in their pupils' behavior in the broad fields of knowledge, thinking skills, and attitudes.

Both the content and the form of each exercise vary according to the exercise's location in a unit, but there are common principles underlying the role of each exercise throughout this guide. These are as follows:

- Evaluation is a <u>continuing</u> process which should provide information about both the kind and the quality of children's responses over a wide range of social studies situations. It is important that data of this kind be used to improve teachers' perceptions of such things as the nature and range of children's attitudes toward other people and themselves, the depth of their understanding of important ideas, and their facility with important thinking skills. Information obtained through evaluation of this kind should be used to improve the instructional program.

- Evaluation efforts should be sharply focused. Very few teachers can simultaneously make and record observations related to several different objectives. Neither can a single evaluation device be expected to yield useful measurements for a large number of different kinds of objectives. It is therefore important that careful, pointed choices be made about what is to be evaluated, and that there be a good match between the objectives and the measuring device as well as between what is recommended and what is practical for most teachers.

- The intention is to provide teachers with evaluation exercises that can be adapted to particular circumstances rather than to prescribe an inflexible program for them. The placing, form, and frequency of the evaluation exercises in this Guide may therefore be varied by teachers but only after careful consideration of such factors as the needs of their class and their interpretation of the objectives of a particular unit.

- The wider the range of the items that are evaluated, the greater is the possibility that important aspects of knowledge, thinking skills, and attitudes will be measured and improved upon, provided that there is an equally wide variety of suitable evaluation devices and techniques.

Some of the exercises will be fully detailed, while others will be in the form of brief statements about the form and purpose of the exercise and the place in the Guide where there is an appropriate model to refer to. In general, the more detailed descriptions appear in the first Unit. The objective(s) to which the exercise applies are indicated. It will be noted that there are objectives for which no evaluation exercise is provided. This is due to limitations of space and staff time. Each evaluation exercise relates to one or more objectives. In a few cases, the relationship may not be immediately obvious, i.e., where the exercise deals with a particular aspect of a broader objective.

Unless there is systematically collected evidence on what is being learned and the kinds of improvements being made over previous learning, teachers have to be satisfied with their impressions. These exercises are planned to provide such evidence and thereby lay a sounder basis for accelerated development of appropriate knowledge, thinking skills, and attitudes.

At the same time, teachers need to keep in mind that each of these exercises leaves much to be desired from the technical measurement standpoint. For example, any single exercise is limited to a particular sample of content and provides a small sample of each pupil's responses. Thus, a particular exercise must be viewed as providing additonal, useful information - not as a precise tool to be used in making firm

judgments about individual pupils or the class as a whole.

When evaluation data have been recorded over a period of time, it becomes possible to:

- Assess the status of individual students in a class in relation to a particular criterion at a particular time;
- Assess changes in the style and quality of the students' responses to similar exercises given at different points in time;
- Assess changes in the style and quality of total class responses to similar exercises given at different points in time;
- Assess the relative status of both the individuals in a class and the whole class to other individuals and other classes.

Systematic recording of data in these ways is necessary, if the instructional program is to be improved in relation to objectives.

OBJECTIVES

Fourth Grade, Units I, II and III

At the end of Grade Four, or before, the student should show the following behaviors:

1. Given access to appropriate materials on the peoples studied in this year of the program, or other content, the student lists a number of items on the people or on their environment then groups the items and assigns logically defensible and conceptually powerful (that is, abstract) labels; and when requested, re-forms and re-labels the items in equally defensible ways. Examples of the kinds of items the students will list, group, and label are natural resources; uses of different aspects of the environment, such as land, water, animals and plants; products of different regions; and kinds of jobs in various service businesses.

   Rationale: Acquiring ability to list, group, and label (concept development) is an important intermediate step in acquisition of other thinking skills and is considered a powerful intellectual skill in its own right because the curriculum is intended to facilitate the ability to develop more abstract concepts. Ability to re-group is regarded as an important component of intellectual flexibility.

2. Given two or more different samples of information, the student correctly states differences and similarities. Examples of such comparisons are: the climate in various regions of the state, uses made of the same environment by different peoples, and characteristics of different jobs.

   Rationale: Ability to make such comparisons is an important component of the thinking skills to be developed through this curriculum. It is also essential to development of higher level thinking skills such as the abilities involved in forming generalizations, stating hypotheses, and making explanations of causes of human behavior.

3. Given two or more lists of information, the student indicates correctly which items in the first list are associated with the various items in the second list. The lists may be related to such matters as calendar dates and size of population, contributions of various groups and changes that have occurred in the state, and occupational groupings and work activities of people.

   Rationale: The ability to determine such relationships is a prerequisite for developing other thinking skills such as formation of generalizations, statement of hypotheses, development of explanations, and evaluation of evidence. It is necessary in any study of social phenomena that involves mental processes above the level of recall of information.

4. Given a detailed set of facts, the student states valid generalizations that he had not been given previously, and, when asked, provides the sources and limitations of the generalizations. Examples of facts and acceptable generalizations based on them that students might state are as follows:

KIND OF FACTS GIVEN	EXAMPLES OF GENERALIZATIONS
The varieties of food eaten by Indian tribes in various parts of the state and where the food was obtained.	The Indians got their food from plants and animals that were close to them.

KIND OF FACTS GIVEN	EXAMPLES OF GENERALIZATIONS
How various settlers and transients lived and made use of the environment.	They all made use of the plants, animals and other things near them, but often in different ways.
The locations in which various things are produced in the state.	Some products come from only a very small part of the state.
Ways in which misuse of natural resources such as soil, forests, and streams, have resulted in unnecessary depletion of the resources.	Natural resources should be used in ways that save them for people who come afterwards.

Rationale: Ability to form generalizations is one of the skills that is emphasized in this curriculum and is important in relation to other thinking skills such as the formation of hypotheses. Making generalizations is also an important aspect of the development of attitudes.

5. Having had the opportunity to develop or acquire a generalization and given a situation, problem, or question to which the generalization applies, the student makes a statement or takes other action that, in the judgment of the teacher, represents defensible use of the generalization in analyzing or coping with the situation, in solving the problem, or in answering the question. For example, given exposure to the generalization that unless there is trade, people have to live directly on things in the environment that are close to them, and the question of what settlers would have done if there had been no market for their goods, the student will make a statement such as, "They would have to raise or catch their own food." Another example: given the generalization that many of the early settlers in the state were people who had little money, and the question of what might have been different if the settlers had had to buy their land, the student will make a statement such as, "It could be that the state would not have been settled so fast.

Rationale: Generalizations are of little use unless the student is able to apply them in his reasoning processes. Application of generalizations is also related to other thinking skills taught in this curriculum, such as the abilities to make predictions, state hypotheses, test hypotheses, and make explanations.

6. Given an assertion or some information expressed in very general terms and an assigned task of ascertaining the essential features, characteristics, or issues involved, the student states questions, the answers to which, in the judgment of the teacher, get at essential matters directly and provide a sound basis for analysis of the assertion or information. For example, if told that the early settlers had difficult problems, the student will ask such questions as: "What kinds of problems?" "What caused the problems?" "How did they handle the problems?"

Rationale: Skill in asking penetrating, pertinent questions is of great value in the study of social phenomena because through application of this skill the student quickly obtains the information needed, and only that needed, for study of the phenomena. It also is an important component of other thinking skills, such as abilities to define the problem of inquiry, to make predictions, and to test hypotheses.

7. Given a set of events (one of which is identified as the event to be explained) occurring in a social setting, the student gives a plausible and logically sound explanation of the chains of cause-and-effect event. Examples of some things to be explained and some explanations by students that would be acceptable are as follows:

THINGS TO BE EXPLAINED	EXAMPLES OF EXPLANATION
When an early settler was given the choice of having his saw sharpened free or having someone teach him how to sharpen a saw himself, he decided to learn how to do the sharpening.	Knowing how to do something is sometimes more important than having it done for you just that one time. For example, if a settler was in a place where he could not find anyone to sharpen the saw for him, he would need to be able to do it himself. If he couldn't do it himself he would lose lots of time in his work because the saw would not cut well.
Some of the towns in the state that were founded by the early transients have greatly increased in size.	For one thing, the population of the whole country has increased, so this would make the cities get larger, too. In addition, some of the towns are important centers for transportation - like ships and trains. This make jobs for lots of people, so that would make the cities get bigger. Another thing was the people who came here from other countries to live. They often stayed in some of these towns.
The work of employees in a factory is highly specialized.	There are several reasons. One is that it is easier for the workers to learn their jobs when they do only one kind of work. Because of this there is less time and money lost in training. Another reason is that if they do just one kind of job they get more skillful at it so the work is done faster and better. This makes it so they can produce more goods with the result that the company makes more money.

Rationale: Ability to explain cause-and-effect relationships is one of the sub-categories of the general objective of thinking skills. This ability also has important uses in making predictions and forming hypotheses. It is assumed that the student has previously acquired the generalizations needed in making the explanation and that he has not previously studied the explanation he gives.

8. Given relevant facts about a society or a personal situation, the student states logically sound, but informally worded, hypotheses (that he had not been previously given) about that society or situa-

tion today, in the past or in the future. Ability to state hypotheses includes, but is not limited to, ability to predict future events on the basis of present conditions. Examples of given facts and hypotheses that students might state are:

KIND OF FACTS GIVEN	EXAMPLES OF HYPOTHESES
Suppose that many of the people in the state stopped paying their taxes.	They would have to cut down on some of the services to the people, like schools, courts, and fire department.
Members of different ethnic groups are beginning to mingle a great deal in places like schools, athletic events, and so forth.	They are likely to misunderstand each other and arguments will result.
An aerial photograph of a region showing a large river running through some very arid land, together with the question of how the people might use the land.	They might build a dam across the river so they could irrigate the land and get electric power.
How the Indians used their environment, how white settlers used their environment, together with the fact that the settlers lived close to the Indians.	They probably learned some things from each other about how to use the land, plants and animals around them.
The kinds of problems faced by the early explorers of the state.	The leaders would have to be men who would not give up easily and who knew ways of living off the land.

Rationale: Ability to form hypotheses is part of the general objective of thinking skills and, of course, is essential for anyone who hopes to deal constructively with problems in social studies. One of the most important functions of hypotheses is to provide "focus" for thought processes. That is, they make it possible to narrow down the range of concerns so as to increase the likelihood of successfully coping with the problem being considered. One's thinking is likely to be unproductive if the problem is conceived too broadly or if an attempt is made to analyze too many kinds of facts in too many ways all at the same time.

9. Given a discussion setting or other situation in which students can express their ideas without censure or ridicule, the student makes statements that describe what the teacher judges to be the probable feelings or other thoughts of people studied in the various units of the Fourth Grade program. Statements indicative of the desired attitude are:

"The Indians must have really been amazed and even afraid when they first saw the ships with the big white sails."

"I think the people might have felt safer after the early transients established some laws."

"Some of the farmers who needed their sons' help at home probably thought it would be silly and wasteful to send them to school."

"The settlers must have felt very discouraged at times with all the danger and the hard work day after day."

"The Indians and the early transients were so different in the way they thought about things that they both must have thought the other was terribly mixed up."

Rationale: These kinds of behaviors represent an attitude of empathy. Such an attitude is important

because it is part of the decentering process. That is, it is a step in the direction of overcoming the self-centeredness, which, according to Piaget and others, characterizes much of the behavior of the young child. Unless the child has empathy for the thoughts and feelings of others, he will have difficulty understanding and applying generalizations pertaining to cooperation and to resolution of conflicts among individuals and groups.

10. Given detailed information on activities and patterns of living in any of the societies studied in the Fourth Grade program, the student makes what the teacher judges to be accurate descriptions (that had not been given previously) of the probable aspirations of individuals or groups in the society. An example of such a description that a student might give is:

"More than anything else, I think a settler would want safety for his family and a good paying farm that his children would some day take over."

Rationale: Understanding the aspirations of people in a society is fundamental to understanding the nature of the society and to an analysis of its problems. It also represents another instance of ability to perceive the thoughts and feelings of others as required in the process of decentering. It is, further, an important kind of hypothesizing.

11. Given a situation in which he is encouraged to express his own thoughts, the student responds to statements of other students and the teacher in ways that the teacher judges to be fair toward the people involved and that show recognition and acceptance of merits of different ways of life and points of view. He challenges derogatory or belittling statements about people of different cultures or about people who exhibit unusual behavior. Examples of desired statements are:

"The early transients figured out some very smart ways to live off the land."

"The Indian ways of living were different from ours, but they worked for them for many hundreds of years."

"Sure, the way they act is unusual, but what's wrong with that? They haven't hurt anybody."

"I think as the Indians saw it, they had good reason for attacking the white settlers. They were taking their land and spoiling their hunting."

Examples of statements the students will challenge are:

"How could they stand eating such stuff?"

"They must have been kind of stupid not to build better houses. Look at the kind we live in, for example."

"They should have known they couldn't trust uncivilized natives."

"They were just cruel people and they needed to be punished."

Rationale: The outcome sought here is sensitivity to, and acceptance of, cultural and personal differences that can perhaps best be conceptualized as the opposite of ethnocentrism. It is one of the major attitudinal goals of this curriculum.

12. Given a situation that encourages free expression, the student makes statements that describe his own values. Some illustrative statements follow:

"I think we should be kind to other living things, too--not just to people."

"I believe there is something good in all people."

"I think people should have something to say about laws they have to live by."

"We should look after the important needs of members of our own family first."

Rationale: Ability to conceptualize one's own values is essential in order to identify inconsistencies in one's value system or to analyze relationships of one's own values to those of other people.

13. Given information on the values of people in two or more cultures other than his own, the student describes differences and similarities in the values within and among the cultures and their relationships to his own values. For example, a student might say, "I think it is important to be prompt -- to be someplace when you said you would be there. But not all people even in this country think that way, and in some places they don't give hardly any thought to being on time."

Rationale: Ability to relate one's own values to those of others is crucially important in any inquiry directed at clarification or resolution of value conflicts. This objective is an important corollary of objective 2 above on making comparisons.

14. When discussing parts of the state or various countries of the world the student makes assertions about or asks questions pertaining to people and how they live more often than about impersonal matters like the size, physical features, population, exports or location.

Rationale: This objective reflects the fact that this curriculum is strongly "people oriented". Physical features and other material characteristics of regions or countries are treated but are considered important only to the extent that they affect the lives of people.

15. Given discussion situations in which there is apparently rather general agreement on a particular line of reasoning, the student will occasionally make comments that represent significant departures from the trend and that are judged by the teacher to have some likelihood of leading to useful relationships or conclusions.

Rationale: The thinking skills stressed throughout the curriculum have a large component of autonomous thinking. Correctness of reasoning from given premises and conditions is necessary but usually not sufficient; independence and originality of thought are considered indispensable in the study of social problems.

16. Given a context in which generalizations or explanations have been stated, the student occasionally suggests that additional evidence or a different line of reasoning might lead to changes in one or more of the generalizations or explanations and/or gives evidence that he recognizes the tentativeness of generalizations. Words indicative of tentativeness such

as "often," "could be," "maybe," "sometimes," etc., are used in suggesting or applying generalizations and in making explanations.

Rationale: Tentativeness and flexibility are important characteristics of scientific reasoning in social studies or any other field of inquiry. Students should be helped to remain open to consideration of new data and fresh approaches.

17. The student indicates comprehension of the meaning of the Organizing Ideas and concepts therein for Units I, II, and III, by such behaviors as giving illustrations explaining meanings, and other actions involving uses. In making the explanations and descriptions, the student correctly uses factual information about one or more of the following peoples and their environments: the Indians who first lived in the state, the early transients, the settlers, and present residents of the state. In addition, the student indicates comprehension of other ideas not encompassed in the Organizing Ideas but related to the key concepts listed in the introductory material. For example, one key concept is interdependence, and illustrative student statements that indicate comprehension of the concept are:

"The settlers needed their neighbors for lots of things, like barn raising and helping with the work when someone was sick."

"The Indians needed each other. They were safer in a big band than they would be as separate families."

"People who live here now depend on each other very much because much of what they need is made by other people - like the things to build houses, and our clothes."

Another key concept is power. Statements by students suggesting comprehension of it are as follows:

"The Chiefs had a lot of control over other members of the tribes."

"The fact that white men had better weapons helped give them power over the Indians."

"A rich businessman or rancher can make lots of people do what he wants because he has money and they don't."

Rationale: One of the general objectives of this curriculum is acquisition of a broad base of knowledge of social studies content. The generalizations around which the units are built are considered to represent powerful ideas having general acceptance in the various disciplines dealing with social studies. This knowledge is considered important so that students can understand the world and themselves more adequately. It is used in this curriculum in developing thinking skills and attitudes referred to in other objectives.

18. Given a picture, filmstrip, or motion picture on the people and environments studied in the Fourth Grade program, the student makes correct statements representing all of the detailed and important information that can be obtained from it that pertains to the group or groups currently being studied.

Rationale: This ability to obtain information from representational materials is a very useful skill for learning about man's activities and environment. It also represents a step toward development or more generalized observational skills includ-

ing direct observation of objects in the environment and activities of members of a society.

19. Given a globe and maps of the regions inhabited by the various peoples studied in the Fourth Grade program, together with instructions to locate places where the peoples live and to determine directions and approximate distances from one point to another, the student performs the tasks as instructed, with errors rarely occurring. In addition, the student is able to obtain information about the topography of a region from relief maps and to use the information for such purposes as determining possible routes of early explorers. The student is also able to make use of special types of maps such as political maps and land use maps.

Rationale: This is one of the abilities included in the chief contributory objective - that of Skills. Because social studies content deals with features and comparisons of societies in many parts of the world, it is useful for students to be able to make effective use of maps and globes.

THE YEAR'S PROGRAM

UNIT I - MAIN IDEA: THE CULTURE OF DIFFERENT PEOPLES INFLUENCES THE MANNER IN WHICH THEY USE THE SAME ENVIRONMENT.

Organizing Idea: The different cultural backgrounds of a number of incoming groups affected their use of, and attitudes toward, the natural resources they found in the area to which they came.

UNIT II - MAIN IDEA: MAN'S WAY OF LIVING IS AFFECTED BY THE PHYSICAL AND SOCIAL ENVIRONMENT IN WHICH HE LIVES.

Organizing Idea: A wide range of human and natural resources in a state make possible a variety of economic activities.

UNIT III - MAIN IDEA: AS SOCIETIES GROW, BOTH THEIR REQUIREMENTS AND THEIR PROBLEMS CHANGE.

Organizing Idea: Population growth has been a major factor in creating a number of human and environmental problems. These problems have resulted in a variety of demands being made on government.

RATIONALE FOR SELECTION OF CONTENT SAMPLES

A number of factors must be considered in selecting content samples for study. In addition to the Key Concepts and Main Ideas, the curriculum writer must consider the approximate developmental level of the student, what experiences the student can be presumed to have had, the general social climate, and the availability of materials that lend themselves to inductive processes rather than predetermined conclusions. The values which are inherent in the objectives of the curriculum also influence the selection of content samples.

This fourth grade guide is designed to facilitate the study of any state in the United States. The study of a state in this curriculum is an investigation of how people from different cultures interact in a particular environment. Studying the physical environment lays a foundation for an understanding of basic geographic concepts. Individuals from different cultures at different times have used and affected natural resources differently and, as a result, modified their own behavior in different ways. The degree to which people affect, and are affected by, their natural environment is, therefore, a major emphasis in the fourth grade program.

In referring to ethnic backgrounds the writers of this curriculum have adopted as the most dignified those terms which ethnic groups in the local area use. Usage, however, differs from one part of the country to another. Teachers therefore should be alert to the term which is preferred by the ethnic groups in their area.

TEACHING STRATEGIES FOR COGNITIVE SKILLS

Recent studies have suggested that thinking is learned and is learned developmentally; it is a continuous development of an increasingly complex mental organization (including data processing skills) with which to view the world and to solve problems. Cognitive skills are seen as products of a dynamic interaction between the individual and the stimulation he receives rather than as a result of passive absorption of information.

The quantity and quality of the concepts and ideas an individual can use seem to depend on the quantity and quality of stimulation he has had, plus the amount of effort he has put into active thinking. In other words, the effectiveness with which an individual thinks depends largely on the kind of "thinking experiences" he has had. Unguided, these experiences may or may not result in productive models of thought. The task of instruction is to provide systematic training in thinking and to help students acquire cognitive skills that are necessary for thinking autonomously and productively.

It is reasonable to assume that all students could achieve higher levels of cognitive operation than is possible under current teaching methods, provided that: there is an adequate analysis of the learning processes involved in mastering certain important cognitive tasks; and that efforts are made to develop teaching strategies that take into consideration such factors as sequence, rotation of learning activities, and the active involvement of students.

The teaching and learning of cognitive skills are important aspects of the learning sequences in this curriculum. Each unit offers sequentially developed learning activities to aid students in the development of cognitive skills. These, in turn, require the use of certain teaching strategies. The teaching strategies described here are for three cognitive tasks that represent clusters of cognitive skills. It is important to note that each of these tasks is considered separately to simplify the task of the teacher and the curriculum developer in designing and implementing learning activities. The effective thinker, of course, uses these (and undoubtedly other) cognitive skills as interacting elements of an ongoing process.

DEVELOPING CONCEPTS

The elements involved in the cognitive task, Developing Concepts, are shown in Chart I. As illustrated by the chart, the teaching strategy consists of sequentially ordered questions to provide a focus for students' responses.

Concepts are formed as students respond to questions that require them: (1) to enumerate items; (2) to find a basis for grouping items that are similar in some respect; (3) to identify the common characteristics of items in a group; (4) to label the groups; and (5) to subsume items that they have enumerated under those labels. As part of this process, they must differentiate the various items from one another and decide, on the basis of groupings, what the labels are to be.

In all cases it is important that the students perform the operations for themselves, see the relationships between items, recognize the basis on which to group items, and devise the categories. The teacher should not do any of these things for them.

It is also important for the students to discover that any item has many different characteristics and, therefore, can be grouped in many different ways. Each one of the multiple qualities can be used as a basis for grouping. In the course of grouping items,

CHART I

DEVELOPING CONCEPTS

Listing, Grouping, and Labeling

This task requires students to group a number of items on some kind of basis. The teaching strategy consists of asking students the following questions, usually in this order.

Teacher Asks:	Student:	Teacher Follow Through:
What do you see, (notice, find) here?	Gives items	Makes sure items are accessible to each student. For example: Chalkboard Transparency Individual List Pictures Item card
Do any of these items seem to belong together?	Finds some similarity as a basis for grouping items	Communicates grouping. For example: Underlines in colored chalk Marks with symbols Arranges pictures or cards
Why would you group them together?[1]	Identifies and verbalizes the common characteristics of items in a group	Seeks clarification of responses when necessary
What would you call these groups you have formed?	Verbalizes a label (perhaps more than one word) that appropriately encompasses all items	Records
Could some of these belong in more that one group?	States different relationships	Records
Can we put these same items in different groups?[2]	States additional different relationships	Communicates grouping

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1) Sometimes you ask the same child "why" when he offers the grouping, and other times you may wish to get many groups before considering "why" things are grouped together.

2) Although this step is important because it encourages flexibility, it will not be appropriate on all occasions.

the students' suggestions and questions reveal how sharply relationships are perceived. For example, a sixth grader's statement, "foods could be placed under 'production' or under 'standard of living,' depending on how you think about it," reveals his awareness of multiple grouping. It raises the possibility of including the same item in several groups and under several labels. If food is considered in terms of raising and processing, it can be placed under the category of production. If considered in terms of abundance or variation in diet, food can be categorized under standard of living.

INFERRING AND GENERALIZING

The elements involved in the cognitive task, Inferring and Generalizing are shown in Chart II.

This task involves three main steps:

1) Looking at data. This often involves looking at contrasting content samples with the same questions in mind. For example, What are the educational patterns in Brazil, Mexico, and Bolivia?

2) Explaining what is seen, such as giving reasons for the different literacy levels in two countries.

3) Arriving at generalizations by inferring what the common features and differences are (e.g. in the case of the above example, regarding the educational patterns).

This task becomes increasingly complex as the scope of the discussion is increased. Thus, students must first explain and make inferences about data for each content sample, (e.g. about the literacy level in Brazil), then generalize more broadly (e.g. how literacy seems to relate to economic development), and finally, make new generalizations by comparing and contrasting the generalizations about each country. Only then can the students develop over-arching generalizations (generalizations of generalizations) regarding such issues as education in Latin America.

It is important that teachers help pupils recognize the tentativeness and probabilistic nature of all generalizations. This may be done by asking at appropriate points such questions as: "Can you tell that from the data we have?" or, "Can you think of a situation where this would not apply?"

APPLYING GENERALIZATIONS

The cognitive task, Applying Generalizations, consists of applying previously learned generalizations and facts to explain unfamiliar phenomena or to infer consequences from known conditions. The task encourages students to support their speculations with evidence and sound reasoning. The elements involved in the task are shown in Chart III.

Usually, a task of this type occurs at the end of a sequence or a sub-unit at a point when students have already developed the facts and the generalizations they need for application to the question required by this task. For example, if third graders know the importance of the camel to the way of life of the desert nomad, they can infer what might happen, if there were no market for the nomad's camels. Or, if sixth graders understand the implications of a one-commodity economy, they can predict what might happen if such a commodity became unmarketable. In essence, the students need to use what they already know, but expressed in a conditional form (if so-and-so, then so-and-so) in order to predict the consequences that might occur and under what conditions.

CHART II

INFERRING AND GENERALIZING

This cognitive task requires the students to interpret, infer, and generalize about data. The teaching strategy consists of asking the students the following questions, usually in this order.

Teacher Asks:	Student:	Teacher Follow Through:
What did you notice? See? Find? What differences did you notice (with reference to a particular question)?	Gives items	Makes sure items are accessible, for example: Chalkboard Transparency Individual list Pictures Item card Chooses the items to pursue
Why do you think this happened? or How do you account for these differences?	Gives explanation which may be based on factual information and/or inferences	Accepts explanation. Seeks clarification if necessary
What does this tell you about ...?	Gives generalization	Encourages variety of generalizations and seeks clarification where necessary

This pattern of inviting reasons to account for observed phenomena and generalizing beyond the data is repeated and expanded to include more and more aspects of the data and to reach more abstract generalizations.

CHART III

APPLYING GENERALIZATIONS

This cognitive task consists of applying previously learned generalizations and facts to explain unfamiliar phenomena or to infer consequences from known conditions. It encourages students to support their speculations with evidence and sound reasoning. The teaching strategy consists of asking the following questions, usually in this order.

Teacher Asks:	Student:	Teacher Follow Through:
(Focusing question). Suppose that a particular event occurred given certain conditions, what would happen?	Makes inferences	Encourages additional inferences. Selects inference(s) to develop
What makes you think that would happen?	States explanation; identifies relationships	Accepts explanation and seeks clarification if necessary
What would be needed for that to happen?	Identifies facts necessary to a particular inference	Decides whether these facts are sufficient and could be assumed to be present in the given situation
(Encouraging divergency) Can someone give a different idea about what would happen?	States new inferences that differ in some respects from preceding ones	Encourages alternative inferences, requests explanations and necessary conditions. Seeks clarification where necessary
If, as one of you predicted, such-and-such happened, what do you think would happen after that?	Makes inferences related to the given inference	Encourages additional inferences and selects those to pursue further

This pattern of inviting inferences, requiring explanations, identifying necessary conditions, and encouraging divergent views is continued until the teacher decides to terminate the activity.

The first step is for students to make inferences and is usually in response to a question, such as, "What would happen to the way of life in the desert, if the government helped all the farmers of the oasis buy tractors, and they stopped using camels to pull their plows?"

The second step is that of explaining or supporting the inferences by determining the causal links between the condition (e.g. loss of the market for camels) and the inference. For example, if a third grade student makes the following inference: "If they can't sell their camels, they'll build towns," the teacher needs to help him make explicit the chain of causal links that leads from the loss of the camel market to the building of towns. The student, citing such facts as "most camels are sold for farm work," may reason that the nomads' inability to sell their camels to farmers will lead to seeking other ways to make a living; that in such an environment the alternatives require settling down (e.g. "there's not much else he can do and still move around") and consequently, growth of towns is likely.

The third step is that of identifying conditions that would be necessary to make the inference plausible: establishing whether the market is the only condition required to make herding camels profitable; whether a market is always necessary to a herding economy; and whether what happens when the price of food for cattle rises will also happen to other herds (such as camels). The student must determine the limits of the prediction and what the sufficient causes for the occurrence of the prediction are.

The fourth step is primarily an extension of the preceding steps, the difference being that the entire process builds upon one of the preceding inferences, for example: "If people settle down, they will want schools, policemen, and hospitals." Eventually the students may get to statements such as "They'll have to change their laws."

This process of inferring consequences through applying known facts and generalizations invites a greater degree of divergence than do either of the previously described cognitive tasks. This task, therefore, offers greater opportunities for creative use of knowledge. There is the possibility of generating a variety of cause-effect chains.

Unless the teacher is aware of the multiple possibilities, it is easy for him to limit the discussion to the most obvious suggestions. The danger of blocking out creative possibilites often arises when the line taken by students directs the discussion into areas of content unfamiliar to the teacher. On the other hand, the divergence can be carried to the point of sheer fantasy completely unconstrained by facts and realities which, in other words, amounts to imaginative storytelling. It is therefore equally important for teachers to see to it that the students are challenged to produce factual and logical support for their inferences in order to discriminate between tenable and untenable hypotheses.

It is also important for the teacher to be alert to the potential of certain examples, such as, the third grader's prediction that if the nomads stopped moving they might have different laws.

TEACHING STRATEGIES - ATTITUDES, FEELINGS AND VALUES

One of the major emphases of this curriculum is in the area of feelings, attitudes and values. It is recognized that these terms have a variety of meanings and implications and, further, that comparatively little is known about the outcomes of in-school procedures in this area. Nevertheless, a considerable body of theory and some research suggests that it should be possible to devise teaching strategies to facilitate attainment of objectives in this domain. The strategies presented below are designed to provide students with practice in: 1) exploring feelings - their own and others' 2) considering various approaches to solving disputes among persons and groups and 3) analyzing the values held by people including themselves. A specific description of some of the objectives implicit in the curriculum may be found under Objectives.

It will be noted that there is considerable overlap among these strategies and the cognitive strategies - which is as it should be. One would hope that cognitive skills would be applied to affective concerns and that emotions would enter into cognitive performance.

In addition to the three strategies presented below, one will note the prevalence in the units of an additional question of the form "What do you think this person had in mind when he did...?" or "Why do you suppose they...?" These questions are designed to focus attention on the variety of human behaviors and their antecedents.

Exploring Feelings

In this strategy (described in Chart IV) students are encouraged to: make inferences as to how other people feel and why; recognize the variety of possible emotional reactions to a given circumstance; relate what happens to other persons (or groups) to emotional experiences they themselves have had; explore reasons for their own emotional reactions; compare their feelings with those of others and, if appropriate, generalize to feelings of people in general.

It is anticipated that children will experience emotional reactions as they recall events in their own lives and see their parallels with experiences of others. It is therefore important that the teacher provide support where necessary, establish a sufficiently relaxed atmosphere for pupils to feel comfortable in such discussions and be alert to the possibility of overly anxious reactions on the part of individual students.

Interpersonal Problem Solving

In this strategy (described in Chart V) students are presented with a problem situation involving conflict among persons or groups (e.g., playground disputes, disagreement over traditions) and are required to: propose and defend solutions; relate the events to similar experiences they have had; evaluate the way of handling the recalled problem and consider possible alternatives they could have followed.

It is particularly important that students become seriously involved in the issues raised - rather than simply giving what they consider to be acceptable or "good" answers. The latter is particularly likely when they are asked to evaluate their own (recalled) behavior. For this reason it is crucial that the teacher refrain from showing judgmental reactions and, on the contrary, accept the unusual or anti-social response at face value and encourage the student(s) to consider its consequences.

One danger, with this strategy, is that students may tend to engage in excessive judging of their own (or others') actions without progressing to the crucial steps of: 1) exploring the criteria and values implicit

CHART IV

EXPLORING FEELINGS

Students are presented with a situation involving emotional reactions on the part of one or more persons. The teaching strategy consists of asking the following questions, usually in this order.[1]

	Teacher	Student	Teacher Follow Through
	What happened?	Re-states facts	Sees that all facts are given and agreed upon. If students make inferences, asks that they be postponed
2)	How do you think .. felt?	Makes inference as to feelings	Accepts inference
	Why do you think he would feel that way?	Explains	Seeks clarification, if necessary
	Who has a <u>different</u> idea about how he felt?	Make alternative inferences and explanations	Seeks variety, if necessary. Asks for reasons, if necessary
	How did ... (other persons in the situation) feel?	States inferences about the feelings of additional persons	Seeks clarification, if necessary. Encourages students to consider how other people in the situation felt
2)	Have you ever had something like this happen to you?[3]	Describes similar event in his own life	Insures description of event
	How did you feel?	Describes his feelings. May re-experience emotions	Seeks clarification, if necessary. Provides support, if necessary
	Why do you think you felt that way?	Offers explanation. Attempts to relate his feelings to events he has recalled	Asks additional questions, if necessary to get beyond stereotyped or superficial explanation

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1) Sometimes only certain of the questions are asked. The teacher should omit questions if students have answered them spontaneously.

2) These questions are repeated in sequence several times in order to obtain a variety of inferences and, later, personal experiences.

3) If students have difficulty responding, you may wish to ask: "If this should happen to you, how do you think you would feel?" or "Has something like this happened to someone you know?" Another useful device for the teacher to describe such an event in his own life.

CHART V

INTERPERSONAL PROBLEM SOLVING

Students are presented with a problem situation involving interpersonal conflict.

	Teacher	Student	Teacher Follow Through
	What happened? or what did ..... do?	Describes events	Sees that all events are given. Tries to get agreement or, if not possible, a statement of differences in perception of what occurred
1)	What do you think ... (a protagonist) should do? Why?	Gives response	Accepts response, seeks clarification where necessary
1)	How do you think ... (others) would react if he did that? Why?	Makes inference and explains	Accepts. Seeks clarification, if necessary
	Has something like that ever happened to you?[2]	Relates similar event in his own life	Provides support, if necessary
1)	What did you do?	Relates recalled behavior	Seeks clarification, if necessary
	As you think back now, do you think that was a good or bad thing to do?	Judges past actions	Encourages student to judge his own past actions. The teacher may need to prevent others from entering the discussion at this point
	Why do you think so?	States reasons	Accepts reasons. If necessary, asks additional questions to make clear the criteria or values which the student is using in judging his actions
	Is there anything you could have done differently?	Offers alternative behavior	Accepts. Asks additional questions to point up inconsistencies where they occur e.g., "How does that agree with reasons you gave earlier?

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1) These questions are repeated in sequence several times in order to obtain a variety of responses.

2) If students have difficulty responding, you may wish to ask: "If this should happen to you, how do you think you would feel?" or "Has something like this happened to someone you know?" Another useful device is for the teacher to describe such an event in his own life.

CHART VI

ANALYSIS OF VALUES

Students are asked to recall certain behaviors and are asked to make inferences as to what values are involved, and how they differ from the values of others involved in analogous situations.[1]

	Teacher	Student	Teacher Follow Through
2)	What did they do ... (e.g., to take care of their tools)?	Describes behavior	Sees that description is complete and accurate
	What do you think were their reasons for doing/ saying what they did?	States inferences	Accepts, seeks clarification, if necessary
	What do these reasons tell you about what is important to them?	States inferences regarding values	Restates or asks additional questions to insure focus on values
3)	If you ... (teacher specifies similar situations directly related to student, e.g., "If you accidentally tore a page in someone else's book,") what would you do? Why?	States behavior and gives explanation	Accepts, may seek clarification
	What does this show about what <u>you</u> think is important?	States inferences about his own values	Accepts, seeks clarification, if necessary
	What differences do you see in what all these people think is important?	Makes comparisons	Insures that all values identified are compared

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1) Sometimes all questions are not asked. However, the question exploring the students' own values should <u>not</u> be omitted.

2) This sequence is repeated for each group or person whose values are to be analyzed. Each group is specified by the teacher and has been previously studied.

3) This sequence is repeated in order to get reactions from several students.

in their judgment and 2) considering alternatives. This tendency can be counteracted by preventing students from judging the actions of others and by moving the discussion to succeeding questions.

Analysis of Values

In this strategy (described in Chart VI) students are asked first to recall information about specified behavior on the part of an individual or group. They are then asked to explain why such behavior occurs as it does. The content and question are specific to types of behavior which clearly indicate values (e.g., "Why do you suppose they live near relatives?"). The next step requires students to infer what values are implicit in the behavior. This process is repeated for additional groups or individuals. The next step requires individual students to hypothesize about their own behavior and values. The last step requires comparisons among the various values which have been discussed. Thus students are encouraged to become aware of the variety of values people have and how they relate to their own values.

DEFINITIONS OF TERMS USED

APPLYING GENERALIZATIONS

In this curriculum *applying generalizations* is used to refer to the cognitive task that consists of applying previously learned generalizations and facts to explain unfamiliar phenomena or to infer consequences from known conditions and which encourages students to support their speculations with evidence and sound reasoning.

This term is used to refer to what was previously called cognitive task three.

AUTONOMOUS LEARNING

In this curriculum *autonomous learning* is defined as the learning act in which the child discovers relatively independently the relationships that exist and accounts for such relationships by building explanations. Autonomous learning implies also that the child becomes an insider in the learning process - that he clearly understands the purpose of the tasks he is performing.

CATEGORY

In this curriculum the term *category* is defined as a group and its definition.

CONCEPT

Since there is some difference of opinion in the literature about the meaning of the word *concept* and because it is used in two different ways in the Taba Curriculum there is a need for a statement of the overall meaning given the word in this curriculum and of the distinction between the two uses made of it.

Concept Words and Concepts. A concept word or phrase may be defined as a symbolic representation or label for the end product of a process which results in a common response to a set of multiple stimuli. The word *sword* is such a label when it is appropriately used by the person who has learned through experience with different kinds of swords and sword-like objects to abstract the characteristics swords share while at the same time distinguishing them from daggers and knives. When faced with a new kind of sword he has never seen before he will be able to apply this experience and the associated abstraction of common characteristics to successfully identify the new object.

The attainment of a concept does not depend upon the use of its word label although the use of concept words and the associated feedback a child often has from such use can facilitate the development of a concept.

Levels of Concepts. The elements in a person's experience which enable him to develop a concept may be described as: 1) concrete because they are directly amenable to sensory experience, as is the case with colors and shapes, or 2) they may be more abstract as for example, "school" or "family," or 3) they may be highly abstract as in the case of those elements of experience that define instances of patriotism and freedom.

The factors or elements in experience that are used to build concepts may either be quite direct perceptual experiences such as touch and smell or they may be indirect, as when they are experienced through words and symbols.

Concepts may also differ in the way experiences are combined either to form, or to refine and develop them. Such experiences may be primarily cumulative as, for example in the case of the development of the concept of a particular color such as beige, or they may be combined in a primarily relational way as in the case of concepts such as time or size. In the Taba Curriculum there are occasions when teachers may need to extend and refine the concepts students already have by providing them with additional relevant experiences. Such a process may be described as being primarily cumulative. In the second grade, for example, the concept of supermarket might need to be developed cumulatively for it to encompass the meaning necessary for the development of some of the important ideas for this grade. There are also many occasions when relational factors will be stressed in furthering children's understanding of such concepts as democracy, values and living standards. To understand their meaning for a particular occasion a child needs to know about the setting in which they are used. For just as one needs details of the referents to such components as *slow* and *deep* before they can be understood, so would the concept of *democracy* remain fuzzy and imprecise without a clear description of the time and place in which it is set. In order to understand the particular meaning given them on a particular occasion, students need to learn to have their referents clear and to look for the referents for this kind of concept when they meet them in their reading.

Since many of the important concepts in social studies are relational it is often difficult to specify their defining attributes precisely and unambiguously. Care must therefore be taken to ensure that students recognize their relativity and hence their complex nature.[1]

In this curriculum, concepts which evolve in the so-called *concept development* exercises where students list, group and label are in general much less complex than the *key concepts* (for example, interdependence, conflict, and difference) which are high level abstractions to be emphasized, refined, and developed, as the curriculum itself is developed over the eight grades.

Concept Formation and Evaluation. While a person's grasp of a concept may be estimated from non-verbal behavior it is customary for measures of a school child's understanding of a particular concept to be based on whether he uses the concept word appropriately in his speech and writing, as well as his ability to apply what has been learned in new situations, and his ability to identify the defining attributes of a particular concept. It is also important for teachers to realize that different word labels may be appropriately used to identify a particular concept; they may of course differ as to level of abstractness. This particular point will arise most frequently in the *concept development* exercises of the Taba Curriculum.

Distinctions[2] have sometimes been made in discussions on concept formation between the function of

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1. "Concept Learning and Concept Teaching," Robert Glaser in Robert M. Gagne and William J. Gephart, *Learning Research and School Subjects*, Eighth Annual Phi Delta Kappa Symposium on Educational Research, Itasca, Illinois, F.E. Peacock Publishers, Inc., 1968, pp. 1-32.

2. J. Bruner, et. al., in *A Study of Thinking*.. New York: John Wiley & Sons, 1956, discusses and elaborate form of concept attainment in Chapter 3. R.M. Gagne, in *The Conditions of Learning*. New York: Holt, Rinehart and Winston, 1965 discusses a simpler form of concept attainment pp. 129-134.

concept development and of concept attainment. In attempting to develop concepts related to a particular topic a teacher may ask a child to suggest a label for the characteristics that are shared by a variety of instances or items. Such a procedure is essentially that which is followed by teachers in the listing grouping and labeling exercises in the Taba Curriculum. Any one of a number of different labels might be considered acceptable. For example, materials, building things, construction materials might all be appropriate labels for a particular group of items. On the other hand, there may be specific concepts and concept labels which a teacher may want children to attain as one aspect of the prerequisites to the development of important ideas in social studies. In the Taba Curriculum such concepts as herder, hunter and farmer probably need to be well understood by third graders if they are to develop some of the important ideas about the people in social studies program. The third grade teacher would therefore need to take steps to see that these and possibly some other concepts have been attained by students before they get too deeply into the relevant section of their program.

CONTENT SAMPLE

In this curriculum the term *content sample* is defined as selected data used to help students attain all of the objectives of the curriculum. Students are expected to use these data, although they are not always expected to recall all of it.

CONTRIBUTING IDEA

In this curriculum the term *contributing idea* is defined as an idea which is relevant to the formation of the organizing idea and the main idea. It is frequently, but not necessarily, less abstract than the organizing or the main idea.

DECENTERING

Decentering represents growth away from self-centeredness and ethnocentrism. The self-centered person tends to be unable to take another's point of view and may not even be aware that his own ideas reflect a particular point of view. What others would perceive as "his" point of view would seem to him simply "the way things are."[1] He tends to project his own information on his listeners assuming that the listeners know the information as he does. He is unaware or unconcerned about the effects of his behavior on others. His thinking is dominated more by specific, concrete perceptions than by characterizations of people as individuals. The ethnocentric person is inclined to stereotype groups of people different from his own and to attach derogatory labels to the stereotypes. He tends to set up the norms of his own culture as proper guides for the behavior of mankind everywhere.

A "decentered" person readily perceives another's point of view and takes it into account in his reasoning process. He is able to readily refocus or shift perspective to different frames of reference

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1. Roger Brown, *Social Psychology*, New York: The Free Press, 1965, p. 220.

or points of view. He expresses sympathy for others and tries to understand their problems. He is willing to share; he seeks to help those with whom he interacts directly and also people at a distance from himself. He is aware of, and concerned about, the feelings of others. He recognizes and accepts the merits and disadvantages of different ways of life.

DEVELOPING CONCEPTS

In this curriculum the term *developing concepts* is used to refer to the task which requires that students have the opportunity to group a number of items and label the groups formed. The teachers should not give them a term or label for a group, because the importance of the task lies in the students' seeing a relationship between items and recognizing that the same items can be grouped in many ways.

It is through this process of listing, grouping, and labelling, that concept development is facilitated and a basis laid for other thinking skills.

The term is used to refer to what was previously called cognitive task one.

GENERALIZATION

Much of what has been said about the nature of concepts and concept formation applies equally well to *generalizations*. The principal distinction between them, we would argue, is essentially grammatical. The term *concept* is usually applied to a single word label standing for abstracted characteristics that a number of instances have in common, whereas generalizations are often defined as statements with wide applicability which are in the form of sentences describing a relationship among the abstracted common qualities in a number of instances. The main ideas in this curriculum are generalizations in this sense since they are statements about human behavior which are selected because of their wide applicability in that area of inquiry.

HYPOTHESIS

In this curriculum the term *hypothesis* is defined as a statement formulated on the basis of relatively little data, applying to relatively specific instances, and, where possible, validated at a later time.

INFERRING AND GENERALIZING

In this curriculum the term *inferring and generalizing* is used to refer to the task which requires students to interpret, infer, and generalize about data. Through carefully organized question sequences, students are asked to compare and contrast data which they have previously collected, formulate inferences on the basis of these data, and state a generalization which they feel is warranted.

This term is used to refer to what was previously called cognitive task two.

INSTITUTION

In this curriculum the term *institution* is defined as a distinctive complex of social actions which is broader than an organization.

KEY CONCEPTS

In this curriculum *key concepts* are defined as words which represent highly abstract generalizations. These powerful abstractions are selected for their capacity to organize and synthesize large numbers of specific facts and ideas. Because of their power, such concepts can be developed in an increasingly more complex and abstract manner throughout the social studies. They suggest not only main ideas which can serve as a focus around which units can be developed but they also suggest key questions to ask about such ideas.

KNOWLEDGE

In this curriculum *knowledge* is defined as consisting of: 1) key concepts in this curriculum; 2) main ideas; 3) specific facts. It is a body of important information which is selected from the social sciences and which students are expected to learn, understand, and use.

LEARNING ACTIVITIES

In this curriculum the term *learning activities* is defined as those activities in which students participate which are designed to promote attainment of objectives. In earlier literature these were referred to as *learning experiences*.

MAIN IDEAS

In this curriculum the term *main ideas* is defined as generalizations, usually though not necessarily, less abstract than the key concepts. They offer insights into the relationships which appear to exist in the world and which have a great deal of empirical evidence to support them.

ORGANIZING IDEA

In the curriculum the term *organizing idea* is defined as an idea which is an example of the relationship stated in the main idea and around which the content sample and the teaching-learning activities are organized. It is stated in terms students might be expected to use and understand.

QUESTION SEQUENCE

In this curriculum the term *question sequence* is defined as a carefully designed and ordered series of teacher questions which assist students by focusing on each step in performing a cognitive task.

STUDY QUESTIONS

In this curriculum the term *study questions* refers to those questions which have been designed to help students structure the gathering of information in an independent research assignment.

TEACHER'S GUIDE

In this curriculum the term *teacher's guide* is defined as the total book giving a year's teaching learning program.

TEACHING STRATEGIES

In this curriculum the term *teaching strategies* is defined as a carefully designed and specified sequence of teacher behaviors. Such sequences are intended to be widely applicable and largely independent of particular characteristics of the content samples, students, and other conditions. It is recognized, however, that according to the feedback, strategies will have to be adapted to particular circumstances.

UNIT

In this curriculum the term *unit* is defined as the teaching-learning activities associated with one organizing idea.

OBJECTIVES

The objectives listed below are those particularly stressed in this unit. They are greatly shortened versions of the behavioral objectives presented in the master list at the beginning of this Guide. The number in parentheses following each objective refers to the corresponding objective in the master list. The teacher should review the objectives carefully before proceeding with planning for any unit.

a. Listing, grouping, and labeling - concept development (1)

b. Making comparisons (2)

c. Forming generalizations (4)

d. Applying generalizations (5)

e. Explaining cause-and-effect relationships (7)

f. Forming hypotheses (8)

g. Sensitivity to feelings and thoughts of others (9)

h. Ability to relate one's own values to those of others (13)

i. Tentativeness and flexibility of thinking (16)

j. Comprehension of concepts and generalizations about the various people who have lived in the state: Indians, early transients, settlers, and present residents (17)

k. Use of map skills (19)

Note: Although these objectives are stressed particularly, the teacher should implement additional objectives in the master list where appropriate.

UNIT I

MAIN IDEA: THE CULTURE OF DIFFERENT PEOPLES INFLUENCES THE MANNER IN WHICH THEY USE THE SAME ENVIRONMENT.

Organizing Idea: The different cultural backgrounds of a number of incoming groups affected their use of, and attitudes toward, the natural resources they found in the area to which they came.

Contributing Idea: 1. Cultural differences are manifested in a variety of ways.

Content Samples:
- Indians
- Early transients
- Later settlers

Contributing Idea: 2. One's ideas are shaped to a large degree by one's culture.

Content Samples:
- Indians
- Early transients
- Later settlers

UNIT I

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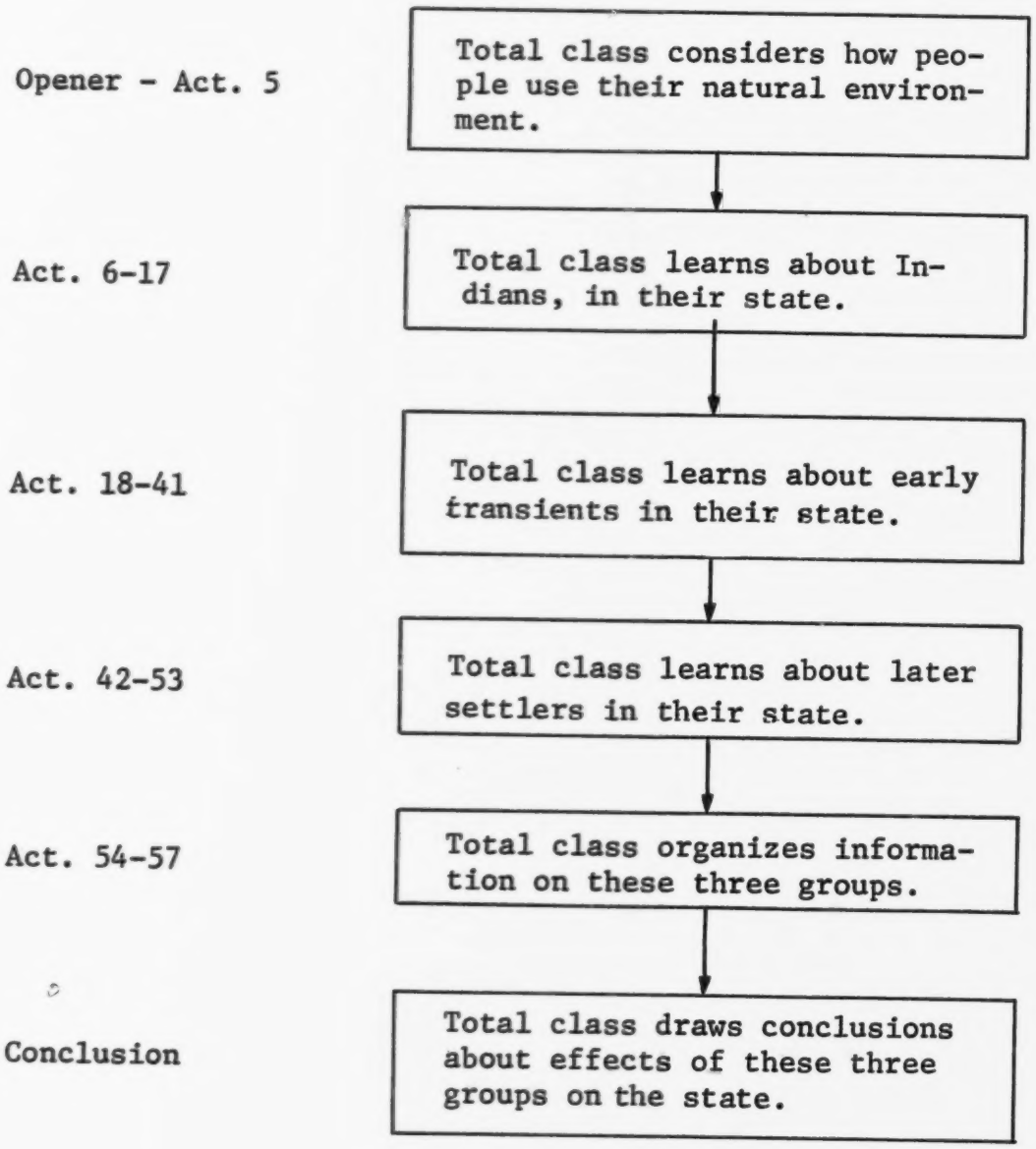
Organizing Idea: The different cultural backgrounds of a number of incoming groups affected their use of, and attitudes toward, the natural resources they found in the area to which they came.



UNIT I

MAIN IDEA: THE CULTURE OF DIFFERENT PEOPLES INFLUENCES THE MANNER IN WHICH THEY USE THE SAME ENVIRONMENT.

Organizing Idea: The different cultural backgrounds of a number of incoming groups affected their use of, and attitudes toward, the natural resources they found in the area to which they came.

Notes to the Teacher	Learning Activities

In the following sequence (Opener - Act. 5), the students are introduced to the idea of how people use their natural environment.

The purpose of the Opener is threefold: to assess the information and misinformation the students have about the area to be studied; to bring to the students' attention some aspects of life that make us a member of a culture or a way of life; and to assess the level of the students' skill in the cognitive task of Developing Concepts.

Notebooks should be continued throughout the year. They provide a ready source of review of earlier learnings and provide opportunities for students to organize the information they will be asked to use.

Evaluation Exercise follows Act. 2.

Developing Concepts This task requires that students have the opportunity to group a number of items and to label the groups formed. Do not give them a label. The important point is that the students see the relationship between items and recognize that the same items can be grouped in many ways, not that they be given a term for such groupings.

Opener

Ask your students to suggest different ways people might use the land in the area near their school. Then take the class outside to look for all the different ways that people do use the land. (A trip to high ground or the top of a building would be even better.)

After returning to the classroom, list the students' observations on the chalk board, then group and lable.

Plan with the class for each individual to assemble his daily social studies work, such as brief summaries, research notes, and maps, in a notebook.

Development

1. Ask the class to describe parts of the landscape in their community:

   Where the school is built.
   Level, hilly, sloping

   Where the community is located.
   Near an ocean, lake, river, bay
   In a large valley far from mountains
   In a small valley near mountains

UNIT I

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Notes to the Teacher	Learning Activities
It is through this process of listing, grouping, and labeling that concept development is facilitated and a basis laid for other thinking skills. (See introductory material for a full statement on this task.) If the class thinks of land use only in terms of growing plants, take them out again to observe anything <u>on</u> or <u>in</u> the ground.	Ask: What are the <u>main</u> uses of land/water by the people in their community? For example: A farming community: farming irrigation, homes A commuter community: homes, stores, parking lots, highways An industrial community: factories, homes, shipping A fishing community: fishing, homes A mining community: mining, homes A lumbering community: lumbering, homes (This information has been highlighted in the social studies program for Grade II.)
<u>Formulating Hypotheses</u> Students should be encouraged to suggest possible explanations for or predictions in unfamiliar situations. Faulty hypotheses should not be corrected at the point at which they are given, but once additional information has been gathered, they should be checked. <u>Evaluation</u> see Act. 19 <u>Evaluation Exercise</u> follows Act. 2.	2. Have students bring pictures showing different topographical features of their state, preferably of places they have visited. (Good sources are obsolete and damaged textbooks and aerial views in magazines.) Try to get pictures showing contrasting topographies. Ask the class to suggest ways in which these features might affect how people live. Then discuss how people might use each of the above topographical areas. (Save these replies for later reference.)

UNIT I

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Evaluation Exercise

Opener

Developing Concepts

Students' responses to this exercise can be used as evidence about the attainment of Objectives 1 and 16.

The groupings and labels suggested by students can be recorded in different ways.

a) on the board from the contributions of the whole class. Reasons given for groupings and for labels should be noted later on a check list as suggested in the following chart:

Student's Name	Funct	Descrip	Class	Mixed	Flex
Mary Akeson	/				
Tom Atkinson				/	//

OR

b) on a piece of paper by individuals and/or groups. In this case students should be asked to write down a sentence telling why they grouped in a particular way.[1] Interpretations of these can be transferred to the above chart form.

In either case, it is possible to record information about the style and quality of children's responses (as individuals or total group) and to determine changes needed in the instructional program.

A. Style This can be determined from the reasons students give for placing one item with another and/or by the label they give a group. The four major styles of grouping and labeling are:

1. Functional (or locational)

   Items are grouped because of a student's personal experience with them, i.e., he groups them because he has seen the man paint the lines on the street (so lines and street are grouped together) or several things are found together in places he knows about or where he sees people using them, e.g., house, lamppost and garden because "we have a lamppost and garden outside our house."

2. Descriptive

   Items are grouped because of color, form or texture, or what they are made of, i.e., the items are placed together because of some obvious, touchable, tasteable, visible or audible, but nevertheless objective, characteristic, e.g., "shops, factories and sidewalks are made of concrete."

1. If particular pupils have difficulty expressing themselves in writing, an oral response (taped or otherwise recorded) may be used in all such exercises.

MAIN IDEA: THE CULTURE OF DIFFERENT PEOPLES INFLUENCES THE MANNER IN WHICH THEY USE THE SAME ENVIRONMENT.

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Evaluation Exercise

3. Class

   Items are grouped because they fit into a class whose label refers to a characteristic which is not observable in any one item but which can be inferred for all of them, e.g., "roads, driveways, parking lots, because they are for driving on" or "trees, bushes, flowers because they are vegetation (or growing things).

4. Mixed

   Items are placed in one group when they really belong in more than one. A student usually adds an item which he links to the one above it for a different reason than has been given for the others.

B. Quality

1. Labels and reasons for grouping may be grouped into a 3 level hierarchy -

   a) The lowest group would be Mixed because of the confusion or inconsistency involved in developing them.

   b) The next highest would be Functional because of the essentially subjective characteristic these groups have.

   c) The highest group would be the Descriptive and Class because of their objectivity implied in the process used. This could be subdivided with Class groupings highest because of the greater abstractness of the labels.

2. Flexibility

   Check (see sample chart above) each example of flexibility both by noting each time a student suggests using an item in more than one group and the number of new groups and/or labels that are suggested. Tally the total for the class. This could be noted either as a spontaneous activity or in response to the question, "Are there any other ways we could group these items?"

Possible Use of Results

1. Note whether there are substantial changes in the number of Functional and Mixed groups between this exercise and the next in Act. 49. A substantial decrease in these categories would suggest improvement in developing concepts.

2. Note changes in the incidence of Flexibility (as tallied above) over these same activities. In the meantime encourage flexibility by asking, "In what other ways might we group or label these?" or "Can we look at this list and the story a little differently -- what differences would it make, if I put these together? How would you label them? Why do think I put these together?"

UNIT I

MAIN IDEA: THE CULTURE OF DIFFERENT PEOPLES INFLUENCES THE MANNER IN WHICH THEY USE THE SAME ENVIRONMENT.

Organizing Idea: The different cultural backgrounds of a number of incoming groups affected their use of, and attitudes toward, the natural resources they found in the area to which they came.

Evaluation Exercise

Learning Activity 2

Discussion Questions

If answers to the disussion questions are written prior to the discussion it will be possible to evaluate the extent to which Objectives 4 and 17 have been reached by this stage of the year and then to have a basis for judging any progress by the time a similar exercise is given later in the unit.

The following criteria could be used to evaluate responses.

1. Variety

   Count the number of different valid suggestions for use of these features that are made by individuals and by the whole class. The following categories are suggested:

   a) Students who make two or more valid suggestions for each of the features.

   b) Students who make two or more valid suggestions for up to half of the features and one for each of the other half.

   c) Count the number of students who give one suggested use for each of the features.

   d) All other response.

2. Abstractness

   This category is for those responses which are expressed in abstract terms and which therefore encompass more meaning than those that are expressed in specifically concrete terms, e.g., "They could use the canyon for both recreation and water storage." The words recreation and water storage would be more abstract than if sailing canoes and drinking water had been used. Teachers should underline all words which are abstract in this sense and which are at the same time accurate.

   a) Responses that have 5 or more (or a figure that a teacher deems to be realistic for her class in a first exercise of this kind) abstract words in them.

   b) Responses that have between 1 and 5 abstract words in them.

   c) All other response.

Possible Use of Results

1. Note changes in the composition of the top group - by size and the individuals in it. Practice in responding to injunctions, for example, how many different ways people might use these features, should lead to an increase in the size of the group by Act 14.

2. Note changes in the proportion of abstract to concrete words used in this exercise with

MAIN IDEA: THE CULTURE OF DIFFERENT PEOPLES INFLUENCES THE MANNER IN WHICH THEY USE THE SAME ENVIRONMENT.

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Evaluation Exercise

those in Act. 14. Practice in putting into one sentence several contributions which contain specific concrete items in them should increase the incidence of abstract to concrete words. No dramatic changes can be expected because of the tendency for concrete words being the preferred response of 4th graders.

UNIT I

MAIN IDEA: THE CULTURE OF DIFFERENT PEOPLES INFLUENCES THE MANNER IN WHICH THEY USE THE SAME ENVIRONMENT.

Organizing Idea: The different cultural backgrounds of a number of incoming groups affected their use of, and attitudes toward, the natural resources they found in the area to which they came.

Notes to the Teacher	Learning Activities
Map skills Some students or classes may need additional experience in order to understand the land and water forms symbolized on maps. At any point in the year's work where skills are inadequate, plan practice sessions before proceeding, but remember that the purpose of the unit is to develop some deeper insights into human behavior, not to make expert map makers. Evaluation of students' ability to use a map	3. Use a text that deals with changing a picture into a map. Explain how the symbols and the key help in "reading" a map. Have the class locate the local community, or nearest city, on a relief-political map. What are the nearest land forms? The bodies of water? What is the only evidence of people on this kind of map? (cities) Contrast with a political map. What does this map show? (For example, cities) What has the mapmaker left off? (For example, mountains) Why? (purpose differs) Alternate Activity: Show the motion picture *Geography of Your Community* and have the class take notes on the different kinds of geographic features presented. Text Suggestions: 1. _____ p. 2. _____ p. 3. _____ p.

MAIN IDEA: THE CULTURE OF DIFFERENT PEOPLES INFLUENCES THE MANNER IN WHICH THEY USE THE SAME ENVIRONMENT.

Organizing Idea: *The different cultural backgrounds of a number of incoming groups affected their use of, and attitudes toward, the natural resources they found in the area to which they came.*

Notes to the Teacher	Learning Activities

4. Pin a large map of the state on the bulletin board under a caption such as, "It Looks Like This on a Map." Let the class place the pictures from Act. 2 around the edge and connect them with arrows or yarn to their location on the map.

5. Let the class look at their textbooks to find pictures from the different geographical regions in the state.

   1) Which of these is most like the area where we live?
   2) What in the picture was there before any people came to the state?
   3) How would you describe this state according to its land forms?

Text Suggestions* (regions of the state):

1. _____ p.

2. _____ p.

3. _____ p.

4. _____ p.

*Three or four texts from the state are suggested.

UNIT I

MAIN IDEA: THE CULTURE OF DIFFERENT PEOPLES INFLUENCES THE MANNER IN WHICH THEY USE THE SAME ENVIRONMENT.

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Notes to the Teacher	Learning Activities

In the following sequence (Act. 6 - 17) the students study early Indians (Hawaiians can study early Polynesians instead) with special emphasis on social structure, technology, kind of trade they engaged in, and the system used to educate and transmit the basic values of the Indian cultures to their young.

If students are not aware of the difference between facts and theories, explain it to them.

Facts - statements which indicate particular events as having happened, e.g., "The first people to discover America were Italians". Such statements, while offered as truth, may or may not be correct. Definite evidence exists to permit evaluation of their accuracy.

Theories - speculation or ideas about the way things might have happened or may be.

6. Read about the first people in the state.

Text Suggestions:

1. _____ p.
2. _____ p.
3. _____ p.

1) What do the books say that the scientists know for sure about the first people in the state?
2) What do the scientists think might be true?
3) What other theories can you find about the state's first people?

It may be necessary to give the students specific guidance by thoroughly breaking down the subjects for research and the relevant sources of

7. Have the class examine a map of the state's Indian tribes.

UNIT I

MAIN IDEA: THE CULTURE OF DIFFERENT PEOPLES INFLUENCES THE MANNER IN WHICH THEY USE THE SAME ENVIRONMENT.

Organizing Idea: The different cultural backgrounds of a number of incoming groups affected their use of, and attitudes toward, the natural resources they found in the area to which they came.

Notes to the Teacher	Learning Activities
information. Other students and classes may not need that kind of assistance.	Text Suggestions: 1. _____ p. 2. _____ p. 3. _____ p. Ask: What does the map tell us about some of the differences among the various Indian tribes of the state? Find the major Indian group that used to live in or near this community. What features of this area might have made the Indians decide to stay here? Text Suggestions: 1. _____ p. 2. _____ p. 3. _____ p. Divide the class into a number of committees to gather information on the life of Indians of the state. Depending on the composition of your class, each committee may be responsible for collecting data on either all the following questions or on only some of the questions.

UNIT I

MAIN IDEA: THE CULTURE OF DIFFERENT PEOPLES INFLUENCES THE MANNER IN WHICH THEY USE THE SAME ENVIRONMENT.

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Notes to the Teacher	Learning Activities
The class will exchange information about these questions in Act. 30. The question on what the Indians considered important is intended to get at their values. The final question permits students who might otherwise have difficulty responding to contribute at their own level	It is suggested, however, that all members of the class read widely in a number of references on a general topic (such as Early life among the Indians) before forming into committees for research on the study questions that follow: The following study questions are suggested as a guide for the committees' factual intake from books, films, and pictures. Duplicate the questions for each child or print them on a large chart. As suggested previously, you may want to divide the list into smaller tasks for each committee. · Where did these people live or locate? From where did they come? · What kinds of food did they eat? How did they obtain their food? · What kinds of clothing did they wear? Where and how did they obtain their clothing? · What kinds of shelters did they build? From what kinds of materials? · What kinds of tools did they posses? · What beliefs did they hold about the world? · What kinds of things did they trade? With whom? · What problems did they face? · How did they attempt to solve these problem? · What did they consider important in life? What makes you think so? Text Suggestions: 1. _____ p. 2. _____ p.

MAIN IDEA: THE CULTURE OF DIFFERENT PEOPLES INFLUENCES THE MANNER IN WHICH THEY USE THE SAME ENVIRONMENT.

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Notes to the Teacher	Learning Activities
	3._____ p.
The following activities should be alternated with committee research and periods of reading until the class has sufficient information to report in Act. 12.	8. Show a motion picture about early Indians of your area. (This film, shown several times, may furnish the necessary information for answering the above questions for students with reading problems.) Alternate Activity: Read to the class from books about the Indians of your state or area.

UNIT I

MAIN IDEA: THE CULTURE OF DIFFERENT PEOPLES INFLUENCES THE MANNER IN WHICH THEY USE THE SAME ENVIRONMENT.

Organizing Idea: The different cultural backgrounds of a number of incoming groups affected their use of, and attitudes toward, the natural resources they found in the area to which they came.

IMPORTANT NOTE: A set of study questions in the Taba Social Studies Curriculum is a planned device to gather parallel information about two or more situations to compare and contrast similar data.

In this first Unit in the fourth grade, students will examine in turn the Indian, early transient, and late settler periods of the state, asking the same questions and organizing their answers in identical patterns. The research will then be interpreted through discussion, guided by a question sequence that helps students see relationships, make inferences, or generalize.

Although the study questions are the main focus for consideration, elementary children need opportunities to explore many aspects of another way of life and sufficient time to get a feeling for people, especially people from historical periods or other cultures.

From the suggestions of many teachers, the following recommendations are made:

1. Practice finding answers to the study questions by observing the textbook pictures or available study prints (mounted pictures).
2. Each day, ask several students to report on the information they have found.
3. Assist small groups in reading selectively specific answers.
4. Plan ways to keep students' work so it won't disappear by the time the class is ready to organize the data for discussion.
5. Divide the daily social studies period into at least two activities, such as:

   Reading (writing, drawing, checking maps, etc.)
   Talking (discussing, reporting, singing, etc.)
   Listening (planning, organizing, note taking, etc.)

6. In discussions, make the class aware of their role in this task, the importance of "thinking out loud," and the skills that they are practicing.

MAIN IDEA: THE CULTURE OF DIFFERENT PEOPLES INFLUENCES THE MANNER IN WHICH THEY USE THE SAME ENVIRONMENT.

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Notes to the Teacher	Learning Activities
This activity is intended to give some insight into how the Indians educated their young.	9. Ask the class to tell (based on their research) what skills the Indians had that helped them find food, build shelter, make clothing, etc. · How did they learn these skills? · What else did Indian boys and girls have to learn? · Who taught them? Text Suggestions: 1. _____ p. 2. _____ p. 3. _____ p. Optional Activity: Assign a student (or ask for volunteers) to prepare an oral report on "Skills That Indian Children Needed to Learn," using the following study questions: · What skills were taught to an Indian boy? An Indian girl? · Who taught them these skills? · How were they taught? · What else beside these skills did the children learn? · How did the children learn these things? · Why were they expected to learn these things?
Attitudes, Feelings, and Values The final question gets at values.	

UNIT I

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Organizing Idea: The different cultural backgrounds of a number of incoming groups affected their use of, and attitudes toward, the natural resources they found in the area to which they came.

Notes to the Teacher	Learning Activities
Myths were used for the most part to teach or explain the natural environment, social institutions, and religious ideas, or for pure enjoyment. Chants were used for much the same purpose, but they contained only a small amount of information. Repetition helped in memorizing the material. The rhythm also helped it to be remembered. Evaluation Exercise follows Act. 13. Attitudes, Feelings, and Values The last question helps students to gain insight into what the Indians valued.	10. Read aloud a myth told by an Indian tribe of your state. (For example, a myth about Coyote, who supposedly brought the Indians the gift of fire, has been found to be especially interesting to fourth graders.) Discuss: What were the Indians trying to explain in the story? Text Suggestions: 1. _____ p. 2. _____ p. 3. _____ p. Let several students read other myths and report to the class on how Indians explained what they observed in their natural surroundings. Then discuss: 1) What did Indian children learn from those myths? 2) Why do you suppose Indians told such myths? 3) Can you think of other myths that you have been told? 4) Are myths important to people? What do myths do for people? Optional Activity: Show a motion picture about the origin of an Indian myth. Discuss: What does this myth tell you about these people?

UNIT I

MAIN IDEA: THE CULTURE OF DIFFERENT PEOPLES INFLUENCES THE MANNER IN WHICH THEY USE THE SAME ENVIRONMENT.

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Notes to the Teacher	Learning Activities
	Motion Picture Suggestions: **1. _____** **2. _____**
<u>Attitudes, Feelings, and Values</u> Developing understanding of the effect that myth can have upon people. It is suggested that the teacher write down for later use any other specific question he uses to develop the idea that people pass on information and ideas to their young. Note that students should not be told this insight, but induced toward it by questions to which a few, inevitably, will not respond.	**11. Have the class read aloud together an example of Indian poetry from the tribes of the state. (Select part of group to read each time.)** **Poetry Suggestions:** **1. _____ p.** **2. _____ p.** **Then discuss:** **How does this poetry make you feel?** **12. Have the students work in pairs to write a make-believe Indian tale that explains something about nature, such as:** **Why Rabbit Wiggles His Nose** **Why Grizzly Bear Stands Tall** **Why Coyote Sings to the Moon** **Why Great Eagle Has Snow on His Head** **Why Beaver Builds a Dam**

UNIT I

MAIN IDEA: THE CULTURE OF DIFFERENT PEOPLES INFLUENCES THE MANNER IN WHICH THEY USE THE SAME ENVIRONMENT.

Organizing Idea: The different cultural backgrounds of a number of incoming groups affected their use of, and attitudes toward, the natural resources they found in the area to which they came.

Notes to the Teacher	Learning Activities
	Let several students be grandmother or grandfather telling their tales around the "cooking fire."
Because children tend to over-generalize, help them report their findings by prefixing their comments with "Some, usually, many." Even the experts cannot make positive statements about many Indians because of the great diversity and lack of information. Part of a chart filled in with information about California is presented on the next page as an example of one type of retrieval chart that might be prepared. No class, however, is expected to locate all items. Teachers have found that less able children have better discussions when not confronted with too much information. Evaluation Note the extent to which all items are accurately located and misplacements identified.	13. Spend several days exchanging all the information the class has gathered for each group of study questions presented in Act. 7 (for example, the questions on location and food). Begin to use the term natural resource in context. For example, after someone reports on acorns, you might ask: What other tree was a good natural resource for food? OR What other kinds of natural resources did these people have? During the last half of each exchange period, let the class (or committees) plan how they could place the facts into the following chart headings. You might wish to help them suggest headings for for the chart by asking: What have we been talking about? How might we organize our information on a chart?

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Evaluation Exercise

Learning Activity 10

Explaining (Inferring and Generalizing)

This exercise applies to the last question - Explaining why myths are important. The criteria listed below may be applied either to individual pupils - if each is asked to write an explanation - or may be noted as they occur in class discussions, by use of a check list.

1. Use of factual information. The number of facts used in an explanation may be noted, e.g., "The Indians used them to teach how to treat people." In addition, each fact may be evaluated as to accuracy and relevance. (Objectives 7 and 17)
2. Use of hypotheses, e.g., "I think they made them feel better when bad things happened". The number of hypotheses used may be noted as well as their relevance and plausibility. (Objectives 7 and 8)
3. Logical coherence. The relationships between facts and/or hypotheses and the event to be explained may be judged as to their logical adequacy. (Objective 7)
4. Tentativeness. The extent to which pupils indicate the possibility of fallibility in explanations as opposed to dogmatism may be noted. (Objective 7 and 16)

These criteria may be organized as follows:

		John	Mary			
Facts	Accurate	//	/			
	Inaccurate					
	Relevant	/	/			
	Irrelevant	/				
Hypotheses	Relevant	///				
	Irrelevant					
	Plausible	/				
	Implausible		//			
Logic	Clear					
	Unclear	/	/			
	Fallacious		/			
Tentativeness			//			

Suggested Uses

If this exercise is repeated frequently when pupils are asked to provide explanations, their growth can be noted. Remedial measures can be taken with the child whose explanations are consistently irrelevant or illogical. Care must be taken however, not to discourage pupils from attempting explanations.

MAIN IDEA: THE CULTURE OF DIFFERENT PEOPLES INFLUENCES THE MANNER IN WHICH THEY USE THE SAME ENVIRONMENT.

Organizing Idea: The different cultural backgrounds of a number of incoming groups affected their use of, and attitudes toward, the natural resources they found in the area to which they came.

Notes to the Teacher	Learning Activities
Inferring and Generalizing This is a task that requires students to interpret, infer, and generalize about data Through carefully organized question sequences, students are asked to compare and contrast data that they have previously collected, to formulate inferences on the basis of these data, and to state a generalization that they feel is warranted. (For a full statement on this task, see Introductory Material.) Evaluation Exercise follows Act. 15.	14. Call attention to each section of the chart in turn and ask: What can we say about food that would be true for most of the Indians in the state? Clothes? Houses? Tools? Trade? Beliefs? Etc. Last question: What important ideas can we learn from the whole chart? This may be the first time your class has generalized from organized information. Some teachers find discussion easier with small groups. 15. Ask the class about the items that were produced to trade. List some items on the board and indicate general location where they could be produced.

Salt Bowls Pottery Baskets	Coast South coast Desert Everywhere

Then ask:

Why do people trade?

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UNIT I

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Evaluation Exercise

Learning Activity 14

Inferring and Generalizing

Answers to the "What important ideas..." question could be written down first and later discussed by the whole class. These statements can be used to judge the extent to which objectives have been met. The following criteria and procedures are suggested.

1. Inclusiveness (Obj. 17)

   That is the extent to which all of the important (pre-determined by the teacher) points have been included. Tally responses within the following categories:

   a) Statements that include nearly all of the important ideas.

   b) Sentences that omit several important ideas.

   c) Sentences that omit most of the important points.

2. Abstractness (Obj. 14)

   An abstract word is one which refers to a quality or condition without tangible elements, e.g., "working," "trading," "materials"; or "things provided by nature."

   a. Statements that include several (e.g., three or more) words. These words must be accurate, relevant and not vague. Examples of vague abstract words which would not be counted are: "They use things differently," "They used animals a lot."

   b) Sentences that include few (e.g., 1 or 2) abstract words.

   c) All other responses

3. Comparison

   Note how frequently students make spontaneous comparisons between the use made of natural resources by the group being studied and other groups, e.g., "The Indians used things pretty much the way they found them instead of putting them through factories the way we do."

4. Tentativeness (Obj. 16)

   This quality is a particularly desirable one when it is in a form which reflects recognition of the limitations that the data used place upon conclusions. Indicators of this quality are such words and phrases as "From what we read...," "probably" and "might."

   a) Tally in one category all statements that include some elements of tentativeness in them.

   b) Tally the rest.

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Evaluation Exercise

Possible Use of Results

1. Note the number of tallies in the top group (the 'a' category) of each of these criteria and compare these results with those in Act. 31 and Con. A substantial increase suggests progress toward objectives. In the meantime, work to increase these tallies through such devices as listing statements on the board and asking for assessments of the best and an attempt to explain choices; asking students to repeat statements to see if they can gather more important information; reminding them of need for tentativeness by asking them to check responses against data.

2. Note against each student's name some symbol for each group in which his response falls. Note the pattern of change for each student between this and Act. 31 and Conclusion and plan remedial work for those who persistent ly score low.

   A continuing record may be made of each pupil's progress throughout the various activities to which this exercise applies by using a format such as the following where check marks indicate the 'top' or 'a' group on each criterion and the numbers identify units and learning activities.

	Inclusiveness				Abstractness				Comparisons				Tentativeness			
Name	1.14	1.31			1.14	1.31			1.14	1.31			1.14	1.31		
Juan Ariola	/	/								/				/		
Peter Jones					/					/			/			

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Notes to the Teacher	Learning Activities
Attitudes, Feelings, and Values This activity helps students understand the feelings of other people. Evaluation of knowledge acquired This could be a written assignment to evaluate the previous learning.	16. Ask the class to suggest why Indians might be curious, fearful, or surprised about each of the following. (Select those that might have been seen by Indians of your state.) Ships with big white sails Men with horses and guns Knives, pans, and needles made of metal People who believed in one God People with light skin Strings of glass beads People who could read and write in books
Evaluation Exercise follows Act. 26. Save these to contrast with early transient life. Evaluation Note the extent to which pupils are able to state, with supporting evidence, the probable feelings of others. Note also the extent of the tendency to assume that others feel as we do.	17. Have each student select and write about one of the conclusions from Act. 14. For example: The Indians Used Things That Were Around Them The Indians Had To Know Many Things The Indians Lived Differently Where Natural Resources Were Different. Then discuss: How did the Indians in the state use their environment? What evidence do we have? How did they feel about their environment? What evidence do we have? Now have the class return to the hypotheses they formulated in Act. 2. Would they change them in any way?

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Notes to the Teacher	Learning Activities
Formulating Hypotheses These hypotheses will be checked in Act. 33.	Ask the class to predict what might happen if a new group of people were to move into the areas where the Indians lived. (Save for later use.)

The second cycle of gathering and organizing comparative information concerns the early transients.

The early explorers are touched on briefly and only as a vehicle for further development of map skills. Then the class reads about the early transient period to answer the same study questions.

After generalizing about the early transients, the information from both early transient and Indian times is examined for patterns of contrasting use of environment and natural resources. (It is important to obtain sources that present information on the many different ethnic groups that came to your state so that students do not get the idea that either the early transients or later settlers had only one type of background or nationality.)

This second portion of Main Idea I is designed to introduce some of the early transients in the state. Many different groups traded with the Indians before the settlers moved in. These transients may differ by state and one state may have had several such groups. It is suggested that one major group (e.g. fur traders) be investigated to simplify comparison. An acknowledge-	18. Let someone in the class tell why we celebrate Columbus Day as a holiday every year. From where did Columbus come? On a world map, locate the continent of Europe. What direction is Europe from the continent of North America? You may need to teach or reteach cardinal directions at this time.

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Notes to the Teacher	Learning Activities
ment that other groups (e.g. missionaries, army post personnel) may also have helped bring about cultural change would then be in order. Map skills	Locate the country of Spain for whom Columbus claimed all the new land. In what direction did Columbus sail? Identify the West Indies and Mexico. What direction are the West Indies from Mexico? Locate your state on the map. In what directions would European explorers have to sail to get to your state? Text Suggestions: 1. _____ p. 2. _____ p. 3. _____ p.
This activity can also provide an opportunity to review basic types of geographical features and identify additional continents, oceans, etc.	19. Continuing with the world map, trace the routes of the early transients in a general way, suggesting the different ethnic groups that came to the state. Text Suggestions: 1. _____ p.

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Notes to the Teacher	Learning Activities
Formulating Hypotheses Note the number of plausible hypotheses given by individuals and/or total group.	2. _____ p. 3. _____ p. Ask one student to report on the following: • When did this second wave of explorations begin? • How much time elapsed between the first and the second waves of exploration? • Why did such an extended period of time pass before a second group of people came to the state?
	20. Let each student choose one of the explorers of your state to read about and to report to the class where the individual explored. What happened that might have encouraged or discouraged others from trying to explore the state further? Text Suggestions for information on explorers: 1. _____ p. 2. _____ p. 3. _____ p. Alternate Activity: Read to the class an Indian story involving an early encounter with a

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Notes to the Teacher	Learning Activities
	white man. Text Suggestions: 1. _____ p. 2. _____ p.
Attitudes, Feelings, and Values Developing empathy with others. Evaluation see Act. 17 for suggested procedure. Time and chronology are difficult concepts to teach. A beginning development for fouth graders might be a simple sequence, "this, then this." A wire time line at eye level with figures attached by paper clips for easy manipulation is recommended. The dated equal-interval time line means little to most elementary children and is not worth the effort required. Any time line, to be meaningful, should be added to as needed, should be used occasionally to make a point, and should be a continuity strand through	21. Let the class imagine that they are native Indian boys or girls describing (in writing) how they feel upon seeing European explorers for the first time. 22. Have each student start a time line of his own life. For example: 1959 | 1962 | 1965 | 1967 | 1968 | 1969 Born in West Virginia | Train trip to Grandma's | Entered first grade lost teeth | Rode bike to school | Played in Little League | Trip to Disneyland Then begin a time line of important events in your state's history.

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Notes to the Teachers	Learning Activities
the year, tying together "first, next, and next," "before, after," etc. You will be the judge of the items you want placed on the time line, starting with this activity and continuing thereafter to add other items throughout the year's work.	23. Give the class some background information to explain some of the problems faced by the early transients. For example, expeditions had to be planned ahead of time. They had to decide the number of soldiers and who would be in command, the number of missionaries who would go along and who would be in charge of them, and the kinds of workers, such as carpenters and blacksmiths. The food needed for the journey, and all the supplies for trade and sustenance had to be assembled. Using a map of North America, locate some of the settlements along the trail the early transients traveled. Suggested map references: 1. _____ p. 2. _____ p.

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Notes to the Teacher	Learning Activities
Formulating Hypotheses For a full statement on this task see introductory material.	Ask: What kind of leaders would be needed? 24. Show a film or filmstrip that gives background information on the various kinds of expeditions into the state. Discuss: How was the expedition organized? Why? What were the responsibilities of the leaders? Who led these expeditions? What kind of leaders were these men? Alternate Activity: Read a story of an early missionary or religious leader and his experiences. 25. Let each student write on some subject relating to leadership, for example: Some Things A Leader Must Know The Troubles A Leader Has I'd Like To Be A Leader If...

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Notes to the Teacher	Learning Activities
Evaluation Note pupils who suggest valid changes (flexibility).	Have the class reconsider the hypotheses they offered in Act. 23. Would they change them in any way?
Small committees may be organized around the question groupings, or each committee may answer all questions. Some teachers have used combinations of both. Realize again that a few of the study questions may be inappropriate for the study of a particular state, but that students should not determine this until they have searched for data. They should always be expected to explain why they think a particular question is inappropriate.	26. Have students read widely in the references below on the general topic of early transients before assigning the committees to begin research on the study questions (See Act. 7). The activities between this point and Act. 31 are to be alternated with individual and committee research reading. They are for factual intake, for developing a particular point, or for motivation.

Much of the information needed is mixed in with unrelated material. Therefore, to speed up the fact-gathering, references might be duplicated and given to the class.

Reference	Food	Clothes	Houses	Tools	Trade

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Learning Activity 17 - Essay

A number of different criteria could be used to evaluate the essays. Some teachers may wish to discuss with the class beforehand the kinds of things which might be included. Others may simply announce the task, briefly clarify any problems that arise and then apart from a further reminder of the task, have them start writing. The results will be different in either case but it should still be possible to apply one or more of the following criteria.

1. Variety and Emphasis (Objectives 17 and 18)

   a) How many different items (activities, objects etc.) are included?

   b) How many of the important (pre-determined by the teacher) items are included or, which important ones are omitted?

2. Abstractness (Objective 4)

   How many of the accurate statements are expressed in specific terms, e.g. "ate nuts," in more abstract terms (stored bulbs), or in still more abstract terms (preserved forests).

3. Feelings and Attitudes (Objective 14)

   As a separate analysis arising out of the analysis of Abstractness a note could be made of the number of times feelings and/or attitudes are mentioned.

4. Ethnocentrism (Objective 11)

   a) The number of inappropriate forms of expression and/or details that are based on the assumption of similarities in attitudes and way of life between Indians and ourselves which do not exist.

   b) The number of patronizing or critical comments that indicate a form of ethnocentrism.

5. Precision/Qualification (Objective 16)

   The number of clauses that qualify or modify the principal clause by explaining or clarifying it, e.g. "They made clothes from skins because...." Indicators are such words as who, which, that, because, so, that.

6. Comparisons (Objective 2)

   The number of comparisons that are made between these Indians and other Indians they have read or heard about, or people of other cultures including their own.

7. Essay Construction (Objective 17)

   a) The degree of coherence the essay has. At the lower end of the range would be a

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Evaluation Exercise

listing of discrete, or relatively discrete, items and at the upper end a well balanced and coherent statement. Three broad groups of stories (top, bottom, the rest) could be formed and then further subdivisions of each of these groups made as they seemed appropriate.

b) The continuous relevance of the items to the conclusion. Some children wander away from the topic while others keep consistently to it. Again, to start with, two extreme groups and "the rest" can be formed.

Possible Use of Results

The method of analysis used and the interpretations of it depend on the objectives of the teacher.

To analyze the quality of the content in children's stories a teacher could:

1. a) Add up the number of different (and accurate) activities mentioned by each child and give bonus points for each abstract term (this will usually include attitudes and feelings), and for each comparison and each qualification with point taken off for ethnocentrism.

   b) Use the scores to place the stories in four or five groups; the two or three best ones, the two or three worst, the six or seven in the next best and next worst groups and the 11 or 12 in the middle.

   c) Record scores for future comparisons, note inaccuracies and ethnocentrisms for specific and immediate remediation; level of abstraction, and the incidence of comparisons and qualifications for broader treatment through discussions over a period of time.

2. Underline each abstract term, each comparison, and each qualification, and check each inaccurate and ethnocentric term. Then, also considering factors under 7 above, put them in groups by a general inspection of the papers. The suggestions in 1 c) above could then be followed.

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Notes to the Teacher	Learning Activities
	27. Show a motion picture that depicts the activities of the Indians and the early transients. Let the class take notes on the following questions: What skills did the Indians have that the early transients could use? What activities would require new skills for the Indians? Where did the Indians learn new skills? Motion Picture Suggestions: 1. _____ 2. _____ Examine pictures in text/study prints to obtain further information on the kinds of activities that were engaged in by the early transients. Text Suggestions: 1. _____ p. 2. _____ p. 3. _____ p.

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Notes to the Teacher	Learning Activities
<u>Attitudes, Feelings, and Values</u> For a full statement on this task see introductory material.	28. Read a story about an Indian boy or girl and of his reaction to the early settlers. Then discuss: 1) How were the Indians in the story treated by the early settlers? 2) What did the settlers do? What did the Indians do? 3) What do you think were their reasons for doing what they did? 4) What do their reasons tell you about what was important to them? 5) If you were in a similar situation, what would you do? Why? 6) What does this show you about what you think is important? 7) What differences do you see in what people think is important? Text Suggestions: 1. _____ p. 2. _____ p. Optional Activity: Organize a center in the room where students may dramatize the life of the early transients. Be sure that they include representative individuals from the many different ethnic groups that came to the state.

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Notes to the Teacher	Learning Activities
This same center in the room may be used later when the children study life in a settlement or in a mining camp. Evaluation Exercise follows Act. 30.	Have the students plan what should go into a background mural and how the clothing might be made simply, yet still have an authentic look. Organize small groups to execute the plans. Hang the mural in a place in the room where students can engage in dramatic play that reflects their learnings and understandings about life of the early transients. For example: Life on the trail Travelers arriving for overnight lodging Missionaries instructing the children at church school Missionaries eating breakfast Grinding wheat Sowing seed from a seed sack Building ditches for irrigation Text Suggestions: 1. _____ p. 2. _____ p. 29. Have the students read about trade and its place in the life of the early transients. • From where did they get what they needed? • What did they do with what they produced? • Why didn't they trade with the Indians?

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Notes to the Teacher	Learning Activities
	• If they specialized in producing certain goods, why did they do so? • What is necessary for trading or selling goods? (interest in making a profit, producing something someone needs, available markets, good transportation) Text Suggestions: 1. _____ p. 2. _____ p. 3. _____ p.
As before let the class plan what should be entered in the retrieval chart for discussion.	30. When the class has gathered sufficient information, start exchanging what they know about the study questions (listed in Act. 7). After questions on origin of transients and their food, ask: • What different groups came to the state? • What new plants were brought to the state? • What new ways of producing food were started? After the question on clothing ask: • If there were any differences in the roles pursued by men and women, what were they? • What problems, if any, might this difference produce? Why? • In what ways, if any, did this difference change when the early transients moved in?

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	After the question on shelters, ask: • Where did the idea for the type of building come from? • Where can we still see some of this style of building in the state? (For example, in California, church buildings, bells, crosses, red tile roofs, patios.) After the questions on tools and beliefs, ask: • Which tools were used with or by animals? Why? • What did the Indians have to learn before they would go near the animals used by the early transients? (no spirits in animals) Why? After the questions on trade and general problems, ask: • What advantages did the Indians have in dealing with the early transients? • What disadvantages? Why do you think so? • What problems arose among the early settlers? How were they dealt with? After the question on attempts to solve problems, ask: • What do you think different groups of settlers considered important? Why? • What contributions did the different ethnic groups make? How did these contributions change things?

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Evaluation Exercise

Learning Activity 28 (Optional)

Dramatization - Role Playing

Dramatic activities offer opportunities for teachers to check on the understanding students have about certain events and people in their study. In evaluating such an activity the teacher may use a check list made up of the names of students in a column and several criteria across the top and then check against students' names each occurrence of a behavior that fits a criterion either in the dramatic presentation or in the comments that are made by the class about the presentation. The following criteria could be used for this exercise:

1. Inclusiveness (Objective 17)

   The extent to which in the presentation, or in the comments, all the important (pre-determined by the teacher) points are covered.

   Tally against a student's name each occurrence of an important point -- each important point would need a separate column.

2. Feelings and Attitudes (Objective 9, 17)

   The extent to which these are accurately portrayed in gesture or by word.

   Tally against the name of each student and beneath the appropriate heading each obvious incidence of this aspect of behavior.

3. Ethnocentrism (Objective 9)

   The extent to which students are showing by word or gesture that they are thinking and behaving as Americans rather than as members of the group being portrayed.

   Tally against the name of each student and beneath the appropriate heading each obvious incidence of this characteristic.

4. Errors (Objective 17)

   The extent to which students commit errors in the presentations which they do not correct in class comments.

   Tally against the name of each student each error he makes.

Possible Use of Results

1. Take steps through discussion and/or farther intake to deal with important points that have been omitted (see Inclusiveness) and with any uncorrected errors.
2. Note class totals on Feelings and Attitudes and Ethnocentrism and both; take steps to deal with class needs as revealed by these measures.
3. Note for specific remedial attention those students with high Error and Ethnocentrism tallies.
4. Note changes in individual and group performance from this to like activities. Substantial increases on criteria 1 and 2 and/or decreases on criteria 3 and 4 suggest improvement regarding objectives.

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Notes to the Teacher	Learning Activities
Inferring and Generalizing For a full statement on this task, see Introductory Material. Evaluation See Act. 14.	31. Call attention to each section of the chart on early transients and ask: • What can we say about the transients from just this information? Last question: • What important ideas can you see from the whole chart? Do not pursue differences between the two periods at this point. The class is generalizing about the way the early transients used the resources of the state (including human resources).

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Example of a Retrieval Chart Dealing with the Early Transients in California

Food	Source	Clothes	Source	Houses	Source	Tools	Source
Corn	Fields	Cloth	Sheep wool	Adobe	Clay	Plows	Crooked trees
Wheat	Fields	Blankets	Sheep wool		Twigs	Iron	Mexico
Fruit	Orchards	Shoes	Hides	Red tiles	Clay	Yokes	Wood
	Vineyards	Sandals	Rope	Bells	Spain	Seed coverer	Brush
	Gardens		Hides	Timber	Forest trees	Shovels	Wood
Vegetables	Gardens	Dresses	Wool	Mortar	Shells (lime)	Metate	Stone
Bread	Wheat		Hemp	Roof	Tules	Mano	Stone
Tortillas	Cornmeal	Shirts	Wool		Asphalt	Carpenter	Mexico
Olive oil	Olives		Hemp		Sand	Two-wheeled	Logs
Fish	Rivers	Breeches	Wool	Door frames	Trees	carts	Lumber
	Ocean	Dyes	Flowers	Window frames	Trees	Whips	Hides
Shellfish	Ocean		Mineral	Plaster	Limestone		Leather
Meat	Cattle		stones		Sand	Steel sickles	Mexico
	Sheep	Jackets	Leather		Hair	Steel needles	Mexico
Eggs	Poultry	Robes	Wool	Shutters	Trees	Axe, wedge	Mexico
Milk	Cows	Uniforms	Metal	Hinges	Leather	Adz, saw	Mexico
Honey	Wild bees		Leather		Iron	Molds	Wood
Sugar	Mexico		Partly from	Dishes	Bark		
Raisins	Grapes		Mexico		Pottery		
Nuts	Orchards			Soap	Fat		
Jerky	Beef						
Barley	Fields						
Oats	Fields						

Note: There should be a wide sampling of basic needs including those satisfied in your area and those satisfied by imports. You may also want to add other columns to this chart. Check the study questions (Act. 7) for suggestions.

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Organizing Idea: The different cultural backgrounds of a number of incoming groups affected their use of and attitudes toward, the natural resources they found in the area to which they came.

Notes to the Teacher	Learning Activities
Inferring and Generalizing For a full statement on this task, see Introductory material. Attitudes, Feelings, and Values This last question gets at student values because students must consider not only which changes taking place in the state were important, but also why these changes were important. It may be possible to ask students to look at their own values as suggested by the things they consider important. Evaluation Note the extent to which pupils (individually or total class) judge changes from the point of view of people of the time period rather than from their own viewpoint (decentering). Note also the extent to which pupils suggest basic values such as maintaining beliefs as opposed to superficial reasons. See also Act. 10 and 14.	32. Place the chart on Indians along side the one on early transients and discuss, using a planned sequence of questions, such as: 1) What differences (changes) do you see? (List some on the board.) 2) What contributed to these differences (changes)? 3) What on the two charts reminds us that some things were about the same, before the early transients and after? 4) How can you explain this? 5) Which changes do you think were the most important? Why?
See Act. 17 for evaluation suggestions.	33. Let each student select one of the general statements from above to write about. For example: The early transients brought their ideas to the state

UNIT I

MAIN IDEA: THE CULTURE OF DIFFERENT PEOPLES INFLUENCES THE MANNER IN WHICH THEY USE THE SAME ENVIRONMENT.

Organizing Idea: *The different cultural backgrounds of a number of incoming groups affected their use of and attitudes toward, the natural resources they found in the area to which they came.*

Notes to the Teacher	Learning Activities
	The Indians changed their ways The early transients came from many different backgrounds The early transients were alike and different in many ways The early transients learned from the Indians Compare these stories with those from Act. 17. Ask: In what ways are the stories different? In what ways are they similar? How would you explain these differences and similarities? Alternate Activity: Return the stories from Act. 17 and let each student write on his former topic showing the changes that took place after the arrival of the early transients. Now have the class reconsider the hypotheses they offered in Act. 17. Would they change them in any way?
Evaluation See Act. 25. It may be of interest to note the number of changes here as compared to Act. 25.	34. Read about the settlers and the way in which more permanent settlements came about. Add the date of the first permanent settlement to the time line begun in Act. 22.

MAIN IDEA: THE CULTURE OF DIFFERENT PEOPLES INFLUENCES THE MANNER IN WHICH THEY USE THE SAME ENVIRONMENT.

Organizing Idea: The different cultural backgrounds of a number of incoming groups affected their use of and attitudes toward, the natural resources they found in the area to which they came.

Notes to the Teacher	Learning Activities
	Text Suggestions: 1. _____ p. 2. _____ p. 3. _____ p.
Again it is important to stress the different ethnic groups that constituted the permanent settlers.	Identify the different ethnic groups that came to the state among these permanent settlers.
Evaluation See Act. 25 and 33. Besides rechecking the earlier hypotheses, you are reinforcing the concept that geographic location is an important variable in the settlement of an area. You are also laying the groundwork for appreciation of the role distance played.	35. Have the class recall (from Act. 19) their suggestions why the early transients didn't come to the state sooner? Have they learned any new reasons that would cause them to change their earlier thinking in any way? Text suggestions for additional intake: 1. _____ p. 2. _____ p.
	36. Read to the class a story that tells about the lawlessness or difficulties in law enforcement of the areas into which the early transients came.

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Notes to the Teacher	Learning Activities
	Have the class read about the establishment of law in the state. **Discuss:** • What kinds of laws did the early transients establish? • How did these laws change when communities were established? • How did life change for the remaining transients? • How did they feel about it? • What changed for the Indians? • How did they feel about it? **Text Suggestions:** 1. _____ p. 2. _____ p. 3. _____ p.
37.	Ask the class to review their discussion of differences and similarities in Indian and early transient life. (Refer to the two charts on Indians and early transients if necessary). Then ask: What columns would have to be changed or added for the later settlers? Why?

UNIT I

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Notes to the Teacher	Learning Activities
Evaluation See Act. 10	38. Duplicate the names of the towns that grew up around the needs of the early transients. (For example in California: San Diego, Monterey, San Francisco, Los Angeles, etc.) Ask students to look at a map of the state to find these cities today. What reasons would the class offer for their great increase in size? Then discuss what else we have today because of the early transients.
Evaluation See Act. 14 and 17 for suggestions which may be adapted for use here.	39. Have each student write a brief paper on the topic "Things that the Indians and early transients contributed to our state that affect our lives today." Be sure to encourage the class to explain in their papers how these contributions affect them!
Choose a place to visit that has enough remnants so the pupils will be able to discuss the life and will obtain data for later comparison. Children may ask their parents to take them to these places. Slides may be taken to show the class.	40. Take a trip to one of the historical landmarks in or near your area. (For example, the home of an early settler, a mission, an old trail, etc.) Ask the children to observe remnants of the life of the people.

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Organizing Idea: The different cultural backgrounds of a number of incoming groups affected their use of and attitudes toward, the natural resources they found in the area to which they came.

Notes to the Teacher	Learning Activities
Evaluation Students are assigned the task of locating particular geographic features and describing their effects on travel. Map skills may be evaluated. Formulating Hypotheses For a full statement on this task see introductory material.	41. On a relief map of North America point to the East Coast and explain that many people had been living there for over 200 years by the time settlers came to the West. Explain also that some people thought that settlers wouldn't get to the West Coast. Have the class look at a map of the Western Hemisphere and then ask them why people might believe this. Give every student a desk map of the United States to have them record any geographic features they believe might help or hinder Americans in moving westward. (For example, mountains, major rivers, etc.) Then have students reconsider the hypotheses they offered above. Would they change them in any way? Why? Suggested references: Text maps Any good atlas

Note: The following activities develop the changes that took place with the advent of late settlers. Again, it is important for you to emphasize that many different ethnic groups were among these settlers.

The focus is still on the use of resources. However, the information is quite scattered in the chronological organization of the texts and not easily available to nine-year-olds with their limited skills. It is suggested that after each of the subsequent learning activities, the class work together to:

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Organizing Idea: The different cultural backgrounds of a number of incoming groups affected their use of and attitudes toward, the natural resources they found in the area to which they came.

Notes to the Teacher	Learning Activities

a. Decide what the day's lesson touched upon related to the use of natural resources.

b. Plan an appropriate entry for a retrieval chart that has headings different from the preceding two charts.

c. Choose someone to make the chart entries.

Use of Environment by Late Settlers

Land	Water	Animals	Plants

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Organizing Idea: The different cultural backgrounds of a number of incoming groups affected their use of and attitudes toward, the natural resources they found in the area to which they came.

Notes to the Teacher	Learning Activities
You might use this activity to review the use of an index.	42. Have students read about some of the first "outsiders" who came to the state and answer the following questions: When did they come? Where did they locate? Why did they come? What did they do? How did this help others to come? Use specific persons or groups. Identify individuals from all ethnic groups that came to your state. For example, in California: Kit Carson — John Sutter — fur traders William Richardson — Mountain men — James Beckworth whalers Optional Activity: Have children find out when and how their families came to the state. Text Suggestions: 1. _____ p. 2. _____ p. 3. _____ p.

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Notes to the Teacher	Learning Activities

43. Show a motion picture or have the class read about the activities of the later settlers. Have the students list points that are brought out in the film or reading:

    Different ethnic groups that came to the state
    Work of the people
    Type of homes built
    Dress
    Transportation
    Recreation
    Relationship among the people

    Then discuss:

    What differed from early transient days?
    What remained the same?
    (Focus attention on Indian's life particularly)

Optional Activity:

Let students find out when their families came to the state and how.

Motion Picture Suggestions:

1. _____

2. _____

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Organizing Idea: The different cultural backgrounds of a number of incoming groups affected their use of and attitudes toward, the natural resources they found in the area to which they came.

Notes to the Teacher	Learning Activities
	Text Suggestions: 1. _____ p. 2. _____ p. 3. _____ p.
Applying Generalizations This task provides the opportunity for students to apply previously learned generalizations to a body of data to infer what might logically occur in a new situation. This process of inferring consequences through applying previously learned generalizations encourages students to support their speculations with evidence and sound reasoning. (For a full statement on this task, see Introductory Material.) Evaluation Exercise follows Act. 44.	44. Discuss: What might have been different if the settlers: • had no trade routes already established? • had to buy their land? • had no market for their goods? Text Suggestions: 1. _____ p. 2. _____ p. 3. _____ p.

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Evaluation Exercises

Learning Activity 44

Applying Generalizations

For evaluation purposes a particular question should be used, e.g. Question 'c'. The categories listed below may be applied either to individual pupils if each is asked to write his answer or may be noted as they occur in class discussions, through use of a check list. (Objectives 5 and 8)

a) Use of the intended generalization? Is this clear (e.g., "They would have tried some of the other ways they knew to earn a living - maybe raising fighting bulls."), or must it be inferred by the teacher e.g., "They would try other things."

b) Use of a different but appropriate generalization? Is this clear? e.g., "They might have moved."

c) Use of generalizations which are inappropriate or over-generalized. Is the usage clear? e.g., "They would starve," "They'd live like the Indians."

d) An answer in highly specific terms e.g., "They'd have a lot of hides," "They wouldn't be able to sell them."

e) Answers which are based on pupils' own experiences or reactions, e.g., "I don't like hides," "I'd be pretty mad."

f) Answers which indicate inability to deal with the problem.

Suggested Uses

If this exercise is repeated frequently when pupils are asked to apply generalizations, their growth can be noted. Particular notice should be given pupils who are unable to respond at all since they are likely afraid to attempt such questions and may need encouragement. Although responses in categories d and e above should not be discouraged, one would expect children to show increasing frequency in categories a and b as the year progresses.

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Notes to the Teacher	Learning Activities
	45. Have the class read (or tell them briefly) about the basic decisions that were made to determine the state boundaries. Have the students add the date for state admission to the United States to the time line begun in Act. 22. Text Suggestions: 1. _____ p. 2. _____ p. 3. _____ p.

Note: The original unit developed for the state (of California) deals with the gold rush of 1849. The corresponding learning activities were designed to show the multiple changes that take place when a new and important incentive for settlement is made known. An alternate section is built into this section of Main Idea I to provide for an investigation of similar kinds of changes in other states. If no such comparable event (i.e., to the California gold rush, opening of public lands) occurred in your state, this sequence (Act. 46 to 53) should be omitted.

	46. Show to the class a motion picture or filmstrip that deals with the early beginnings of a large settlement that received its impetus from this new incentive.

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Notes to the Teacher	Learning Activities
	Suggested Audio-Visual References: **Motion Picture** _____ **Filmstrip** _____
Evaluation See Act. 10 and 14.	47. Have the class read about the various ways people came to the state. (You may wish to divide the class and have half read about land transportation and half about water transportation.) What seemed to be the chief reason why most of these people decided to come? Is there any evidence in the reading (or pictures) to indicate that many of the people who came to the state weren't thinking very clearly? If so, how would you explain this? Leaving farms untended, leaving families Sickness, death, food shortages Taking shortcuts **Text Suggestions:** 1. _____ p. 2. _____ p. 3. _____ p.

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MAIN IDEA: THE CULTURE OF DIFFERENT PEOPLES INFLUENCES THE MANNER IN WHICH THEY USE THE SAME ENVIRONMENT.

Organizing Idea: The different cultural backgrounds of a number of incoming groups affected their use of and attitudes toward, the natural resources they found in the area to which they came.

Notes to the Teacher	Learning Activities
	48. Let the class look at a map and name: a) the land and water bodies crossed, b) in what directions the people traveled. Develop the meaning of those geographic forms that were significant in the journeys of the emigrants to the state. Then discuss which geographic features might have become a help and which a hindrance. Let the class suggest by which route the following might prefer to come to your state, and why: New England people (Point out New England on the map first.) People in the southern United States People with big families, supplies, and cattle People in Ohio and around the Mississippi Fur trappers People from Africa People from Europe People from Middle and South America Text Suggestions: 1. _____ p. 2. _____ p. 3. _____ p.

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Organizing Idea: The different cultural backgrounds of a number of incoming groups affected their use of and attitudes toward, the natural resources they found in the area to which they came.

Notes to the Teacher	Learning Activities
Evaluation See Opener Skill development. Developing listening skills Developing Concepts For a full statement on this task, see Introductory Material.	49. Read to the class about a major force for change in the state (for example, discovery of oil, land grants, iron ore). Have the students listen for the changes that this force produced (for example, economic expansion, growth of towns, law enforcement problems, need for schools, prejudice). Then group and label. 50. Break the class up into small groups to look for information about a particular kind of change (for example, rapid growth of towns). Ask each group to consider the multiple effects of the particular kind of change they are studying. For example: Major change stimulus: Steel manufacture in Indiana Area: Rapidly growing towns Multiple effects: Safety procedures Health maintenance Housing needs Transportation Growth in services Many different kinds of people coming in contact and interacting with each other

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Notes to the Teacher	Learning Activities
	If possible, have each student within a group be responsible for doing research on a specific effect.
Explain and stress good reporting procedures and good listening techniques before the committees report.	51. Have committees report their condensed information to the class. Discuss with the class each committee's findings.
One area of change that will hopefully be brought out here is the change that takes place in people's thinking about the need for formal education when children come with permanent settlers. Use Act. 52 to stimulate interest in this as an example of change from the thinking of the early transients to that of the settlers. This is one example of how culture influences people. Evaluation Note the extent to which each student reflects the probable attitudes and values appropriate to his or her role. Note also the quality of inferences and explanations made. Criteria in Act. 10 and 14 may be helpful.	52. Turn the classroom into an imaginary open town meeting. Set the stage for an enactment. The topic being considered is whether or not to bring a teacher into the newly settled town. Make small typed slips of paper and give the slips to different students. These slips should be representative of the various kinds of people from all ethnic groups that made up the town at the time. If possible, have each of the individuals be from a different ethnic group in the state. Some examples are: 1) You are a doctor in the town and are respected by the people. You want a school so that your children and others can become respectable, productive citizens. Argue for your idea. 2) You are a widow and need your two sons at home to help make a living. Argue for your idea.

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Notes to the Teacher	Learning Activities
	3) You are the editor of the local paper. You want a school so that people can read and know more about what is going on in the world. Argue for your idea. 4) You are a rancher. You do not want your kids' heads stuffed with school nonsense. You can teach them all they need to know at home. Argue for your idea. Several other slips may be made if you or your class wishes.
Evaluation See Act. 17.	53. Have each child write a letter to the editor of the paper expressing his decision either for or against the school and giving the reason for his decision. Discuss with the class the results of the letters. (These can be done on separate days.) Ask: Did this kind of problem arise with the early transient group? With the Indians? Why or why not?

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Organizing Idea: The different cultural backgrounds of a number of incoming groups affected their use of and attitudes toward, the natural resources they found in the area to which they came.

Notes to the Teacher	Learning Activities

54. Have the class observe the chart they have been filling in:

a) to note which resources provided food for the settlers and to suggest reasons why wild animals became less important for food as more people came to the state.

Because the settlers chart is organized around resources rather than basic needs, it will merely serve as a reminder of the needed information. If your class has already discussed these points during the preceding days, omit the activity.

b) to find the resources responsible for furnishing clothing (include land and water transportation) and to suggest reasons why many items of clothing were bought in stores, not made at home.

c) to notice which resources were used for building houses, stores, churches, etc. and to recall from the reading and films the special features of American buildings, such as,

glass windows
two or more stories
shingle roof
some buildings unpainted
wooden floors
peaked roofs

d) to identify tools that people used to change the natural resources. For example:

saw - cutting trees

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Organizing Idea: The different cultural backgrounds of a number of incoming groups affected their use of and attitudes toward, the natural resources they found in the area to which they came.

Notes to the Teacher	Learning Activities
	nozzle - washing soil into rivers gun - killing bears, deer
The last point is designed to give students a look at transportation of various kinds and the effect its development had on the availability of goods.	e) to name some of the goods that came by water or overland from the East. (Again, point out the geographical location of your state and its significance.)

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Example of Student-Made Chart Dealing with Use of Environment by Later Settlers

Land	Water	Animals	Plants

Trails
Streets
Hunting
Trapping
Digging gold
Towns
Cattle ranching
Sheep, hogs
Horses
Farming
  Wheat
  Fruit
  Vegetables
Digging canals
Digging wells, ditches
Wagon roads
Mining
	Trading
	Traveling
	Fishing
	Boat landings
	Water power
	Float logs
	Dams
	Irrigation
	Panning gold
	Hydraulic mining
	Carry supplies
	Steam engines
	Dredges
		Beaver fur
		For food
		  Rabbits
		  Deer
		  Ducks
		  Bear
		  Fish
		Deerskin
		  Straps
		  Shoelaces
		  Jackets
			Log Houses
			Wooden waterwheel
			Mine timbers
			Lumber
			  Houses
			  Stores
			  Cradles
			  Flumes
			  Fence posts
			Grass for cattle
			Trees for shingles

The content of the chart will vary according to the state studied, the material available to the students, and the responses of the students.

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Organizing Idea: The different cultural backgrounds of a number of incoming groups affected their use of and attitudes toward, the natural resources they found in the area to which they came.

Notes for the Teacher	Learning Activities
If necessary, do one section at a time, as with the previous charts. (See Act. 13 and 31.)	56. Let the class discuss the total chart with a lead-off question similar to: What can we say about the settlers?
Attitudes, Feelings, and Values This activity is intended to help students realize how people feel about their work. Evaluation Criteria of inclusiveness, abstractness, and decentering are important here. See Act. 14, 17, and 32.	57. Let each student (or small groups) choose one of the following activities: Writing a diary describing a settler's feelings about the hard daily work. Illustrating all the settlers' uses of one resource. Dramatizing a storekeeper explaining why he prefers trading for gold to digging for it. Two settlers describing what they like to do for recreation. Two settlers arguing over something they consider important. Two individuals from different ethnic groups describing their upbringing.

The following activities will allow the class to compare and contrast the information on the three charts developed throughout Main Idea I. It is suggested that in most classes, to reduce the complexity of the task, one-third of the room be responsible for the information on each chart.

Conclusion

With the three major charts on the wall, ask the class to think of something that was used:

MAIN IDEA: THE CULTURE OF DIFFERENT PEOPLES INFLUENCES THE MANNER IN WHICH THEY USE THE SAME ENVIRONMENT.

Organizing Idea: The different cultural backgrounds of a number of incoming groups affected their use of and attitudes toward, the natural resources they found in the area to which they came.

Notes for the Teacher	Learning Activities

55. Have the students name some of the goods that were produced and sold in the state.

Select one, for example, "lumber," and list all the things that a man must have or know in order to produce and sell lumber. (Keep the list simple.)

Have	Know
Land	Right trees
Trees	How to:
Saw	Cut trees
Axe	Saw boards
Wedge	Drive horses
Wagon	Where to sell
Chains	Price to charge
Horses	
Horse feed	
Strong muscles	

Let small groups do the same with some of the other goods.

Let them discuss which is more important:

a) The "Have" column or the "Know." Why?
b) Natural resources or people's skills. Why?

UNIT I

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Organizing Idea: The different cultural backgrounds of a number of incoming groups affected their use of and attitudes toward, the natural resources they found in the area to which they came.

Notes to the Teacher	Learning Activities
	By Indians and not by the early transients or later settlers By the early transients and not by the other two groups By the settlers only Then discuss: · In what ways did the later settlers use and/or change the natural environment? The early transients? The Indians? · What differences do you notice in the way these different groups used what they found in their environment? How would you account for these differences? · What changes do you think had the most effect on the land and on the people?
Inferring and Generalizing For a full statement on this task, see Introductory Material.	Ask: What can we say that would be true of the people who have lived in the state?
Evaluation Since this is the end of the unit, it is desirable to ask students to write answers to these questions. These may be collected before discussion and evaluated using procedures in Act. 14, 17, and perhaps, 44.	Finally, have the class once again reconsider the hypotheses they formulated in Act. 17. Would they change them now in any way? Why?

OBJECTIVES

The objectives listed below are those particularly stressed in this unit. They are greatly shortened versions of the behavioral objectives presented in the master list at the beginning of this Guide. The number in parentheses following each objective refers to the corresponding objective in the master list. The teacher should review the objectives carefully before proceeding with planning for any unit.

a. Listing, grouping, and labeling - concept development (1)

b. Making comparisons (2)

c. Forming generalizations (4)

d. Explaining cause-and-effect relationships (7)

e. Forming hypotheses (8)

f. Comprehension of concepts and generalizations about the various people who have lived in the state: Indians, early transients, settlers, and present residents (17)

g. Use of map skills (19)

Note: Although these objectives are stressed particularly, the teacher should implement additional objectives in the master list where appropriate.

UNIT II

MAIN IDEA: MAN'S WAY OF LIVING IS AFFECTED BY THE PHYSICAL AND SOCIAL ENVIRONMENT IN WHICH HE LIVES.

Organizing Idea: A wide range of human and natural resources in a state makes possible a variety of economic activities.

Contributing Idea:

1. The different physical resources in an area produce varied styles of life.

Content Samples:

Topography
Climate
Natural resources
Raw products

} of various regions of the state

Contributing Idea:

2. Goegraphical differences may lead to regional specialization and interdependence.

Content Samples:

Topography
Climate
Natural resources
Raw products

} of various regions of the state

Contributing Idea:

3. Economic development is largely dependent on the availability of natural resources.

Content Samples:

Major manufacturing areas
Major industries
Important manufactured products

} of the state

UNIT II

MAIN IDEA: MAN'S WAY OF LIVING IS AFFECTED BY THE PHYSICAL AND SOCIAL ENVIRONMENT IN WHICH HE LIVES.

Organizing Idea: A wide range of human and natural resources in a state makes possible a variety of economic activities.

TEACHING PLAN

Opener - Act. 4

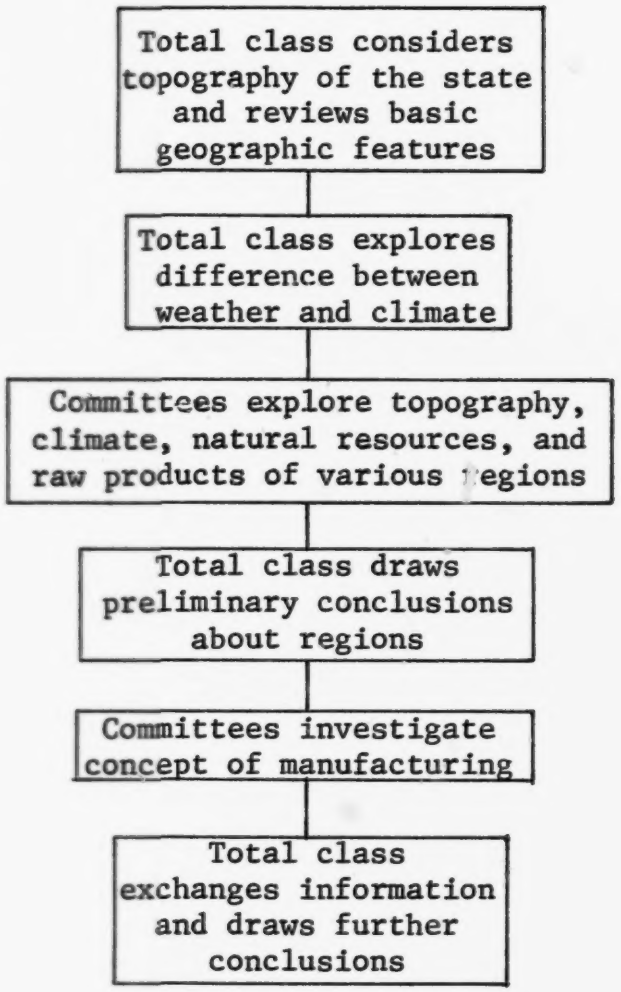
Act. 5 - Act. 10

Act. 11 - Act. 20

Act. 21 - Act. 22

Act. 23 - Act. 34

Act. 35 - Conclusion



UNIT II

MAIN IDEA: MAN'S WAY OF LIVING IS AFFECTED BY THE PHYSICAL AND SOCIAL ENVIRONMENT IN WHICH HE LIVES.

Organizing Idea: A wide range of human and natural resources in a state makes possible a variety of economic activities.

Notes to the Teacher	Learning Activities
Although the primary focus of this unit is on geographic relationships, you should, whenever possible, relate the content of the unit to the lives of the people in your state, in general, and your students in particular.	Opener Have the students look at a map of the state and discuss physical features that break the state into natural divisions. Ask: Have state boundaries followed the natural physical features? Do you think it would have been a good idea for states always to have used natural boundaries?
These comments will be referred to again in the Conclusion.	Write down some of their comments and save until the end of this Unit.
	Development 1. Show the motion picture *Geography of Your Community*. Identify various physical features in the community. Specifically note industries and their location. Observe residential areas. Ask: What common clues can we use in locating a residential area? Identify particular rivers and highways in the film and the ones in or near your immediate community. Talk about the relationship between industry and geography, farmlands, and residential areas, rivers and highways. Compare with your own immediate community.

MAIN IDEA: MAN'S WAY OF LIVING IS AFFECTED BY THE PHYSICAL AND SOCIAL ENVIRONMENT IN WHICH HE LIVES.

Organizing Idea: A wide range of human and natural resources in a state makes possible a wide variety of economic activities.

Notes to the Teacher	Learning Activities
	If this motion picture is not available, you may discuss the idea with the students using a map of your local community or area as a resource.
You may, if necessary, want to review other basic geographic terms at this time.	2. Determine the meaning of the word *topography*. Have students review all the community's surface features that are represented by the word *topography*. Look at a profile map of your state to note what the *topography* is like from west to east. Text suggestions: 1._____,p._____ 2._____,p._____ 3._____,p._____
Map skills If students write their responses prior to discussion they may be <u>evaluated</u> as to accuracy and comprehensiveness based on criteria established beforehand by the teacher.	3. Look at the map of your state. Have the students describe the topography of the <u>regions</u> of the state. (For example, in California: Coastal mountains and valleys North to South Dry land or deserts east and south of the mountains.) Have students explain how a truck driver knows when he leaves a mountain region and enters a valley. Are there road signs?

MAIN IDEA: MAN'S WAY OF LIVING IS AFFECTED BY THE PHYSICAL AND SOCIAL ENVIRONMENT IN WHICH HE LIVES.

Organizing Idea: A wide range of human and natural resources in a state makes possible a variety of economic activities.

Notes to the Teacher	Learning Activities
	Let them decide some other ways of dividing the state into regions. For example: North - Central - South Highlands - Lowlands Explain to the class that the term *region* is a convenient way to speak of a large area that has some common feature (the kind of land or climate, type of people, direction of the map, etc.). Optional Activity: Recall from Grade Three that some people live in: High cold areas with long cold winters Dry deserts that are hot in summer, cold in winter Hot wet land where it is always warm Text Suggestions: 1._____,p._____ 2._____,p._____ 3._____,p._____
4.	Explain to the class that another way of dividing the state is by *counties*. What is our county called? Look at the relief map and at a map of the *counties* of the state. Help the students observe that most counties are in one or another of the regions, and that some counties are in more than one region.

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Notes to the Teacher	Learning Activities
	Text Suggestions: 1._____,p._____ 2._____,p._____ 3._____,p._____ **Let them decide:** How a region differs from a county (on the map) smaller definite boundaries How the regions listed in their texts have been determined In what region is their county. In what <u>direction</u> are the other regions from their county (or community). 5. Have the class describe all the different types of weather that they know (for example: rainy, snowy, hot, windy, warm, sunshiny). Ask: How many of these words would describe this day? The last week? The last month? Would it be possible to describe weather for years and years by using all the words for each separate day? Explain the meaning of *climate* (unless some child knows), and define it as a word used by <u>geographers</u> to stand for year-round weather the way *topography* stands for surface features.

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Notes to the Teacher	Learning Activities
	6. Write the following letters on the chalkboard. Dear Joe, I have been here a week. It has been hot every day. Dry winds have blown constantly. Bud Dear Bud, I wish I were there. We are having the same rain, thunder, and lightning we have every summer. Joe Let the class decide which letter refers to climate and why.
Further check of students' understanding of the difference between weather and climate will be made in Act. 9.	7. Show a filmstrip or motion picture on the climatic regions of your state. Audio Visual Suggestions: Motion Picture 1. _____ 2. _____

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Notes to the Teacher	Learning Activities
	Filmstrip 1. _____ 2. _____
Evaluation See Unit I, Act. 10	8. Have the class look at the various land areas in the state and explain what effect these have on the climate of your area. (For example, amount of sun, mountain height). Have the class look again at the profile and rainfall maps to explain the use of the various land areas of the state. If your class can't explain the profile map, provide some science experiences on the limited capacity of cold air to retain moisture. On a map of North America, let the class find another state that has some geographic features similar to one or more features in their state.
These can serve as a check on the students' understanding of the difference between weather and climate.	9. Let some members of the class write letters similar to those in Act. 6 (though a bit more detailed) and read them to the class. Then let the rest of the class suggest whether or not they think people would like to live in such a place, and why.

The next few activities about primary production can be covered quickly in spite of the lengthy appearance of references, suggestions, and notes.

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Notes to the Teacher	Learning Activities
Attitudes, Feelings, and Values This question gets at peoples' values.	10. Prepare a bulletin board display showing various types of climates that exist in the state. Then discuss: What effect might different types of climate have on the lives of the people living in a particular area? What other factors, besides climate, might cause people to move to or away from a certain area?
	11. Divide the class into "regional committees" to read about one of your state's regions, using the following study questions: · What are the important surface features of this region (topography)? · What is the climate and why? · What are the most important raw products? (Defined as farm crops, minerals, fish, timber - anything that is not manufactured or processed.)

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Committee organization is suggested at this point. Several committees may be organized. The number of committees planned is partly dependent upon the number of regions being investigated.

Committee work is usually <u>not</u> recommended in the following situations:

Where many emotionally disturbed children are present
Where no materials except the state texts are provided
Where all the less able children have been grouped into one room

The success of group study in elementary grades is directly related to:

How many opportunities the children have had to work together
Their understanding of exactly what to do and where the materials are
Planning the procedure with each group, with follow-up sessions to check progress and difficulties
Teaching the skills necessary for research, such as using the index, reading pictures, skimming pages
Evaluating, as needed, the task to be done and the role of each member in a group situation

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Notes to the Teacher	Learning Activities
	Suggested References:

Text Suggestions*	MOUNTAINS*	DESERTS*	VALLEYS*	COAST*	LAKE REGIONS*

* Varies with different states.

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Notes to the Teacher	Learning Activities
	Each filmstrip and motion picture may develop slightly different points but it is not always possible to have any one film at the exact time it might be most useful. Therefore, it is suggested that each of the films shown be discussed in terms of the following, although some of the information may not be pertinent until later in the unit: · Products from natural resources · Changed use of resources · Machines · People who are performing various jobs · Skills and know-how of people that make all these activities possible · Problems (if shown) Audio Visual Suggestions: 1. _____ 2. _____ 3. _____
Map skills Free-hand drawing of maps is only for children with a special interest in such an activity and generally should be discouraged. The art of cartography demands great skill.	12. Have a group of children start a flat or a three-dimensional relief map of the state, using color to show the regions or outline the regions and color-code the climate after discussing them. For significant interpretation, a map must be large, with opportunities for recording comparative information. Two methods are suggested:

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Notes to the Teacher	Learning Activities
	1. Make a large base map with the regions and climate indicated. Add overlays of the cultural features, such as products, cities, major manufactured goods, transportation routes, etc. Each committee is responsible for adding the information of its region. 2. Make several maps of uniform scale from a projected slide, transparency, or commercial map: one for products, one for climate, one for regions, etc. Each committee adds the appropriate information for its region to each of the maps.
Make the chart large enough so that students can record additional data.	13. Let each committee report on the topography and climate of its region and start to record the reported data on a chart such as the following:

	COAST*	MOUNTAINS*	DESERTS*	VALLEYS*	LAKE REGIONS*
CLIMATE					
TOPOGRAPHY					
IMPORTANT RAW PRODUCTS AND NATURAL RESOURCES					

* Varies with different states.

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Notes to the Teacher	Learning Activities
	Use of 3 x 5 cards has been suggested and used successfully by teachers in departmentalized systems. After the general exchange, let several students compose questions to ask of others. For example: I have the most rivers in the state. In what region am I? OR I like the fog. Where can I live? OR I am east of high mountains. What is my climate? Recall from Unit I the major use of land by the: Indians Early transients Later settlers Discuss: How did their use of the land compare with how the land is being used today?
Chart and graph skills If students write their answers to selected questions prior to discussion the accuracy of interpretations may be evaluated.	14. Introduce the class to the skill of reading and interpreting statistics presented graphically. Text Suggestions: 1. _____ p.

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Notes to the Teacher	Learning Activities

2. _____ p.

3. _____ p.

Have students look at the graph and tell:

- What information is on the graph and how it is shown.
- What differences they notice.
- What might be the reason (for whatever they notice, with attention to regional differences).

Optional Activity:

Duplicate the following page for each student and practice "reading" the information.

Ask:

What is happening to wheat? To cotton?
What might be the reasons for this?

Text Suggestions:

1. _____ p.

2. _____ p.

3. _____ p.

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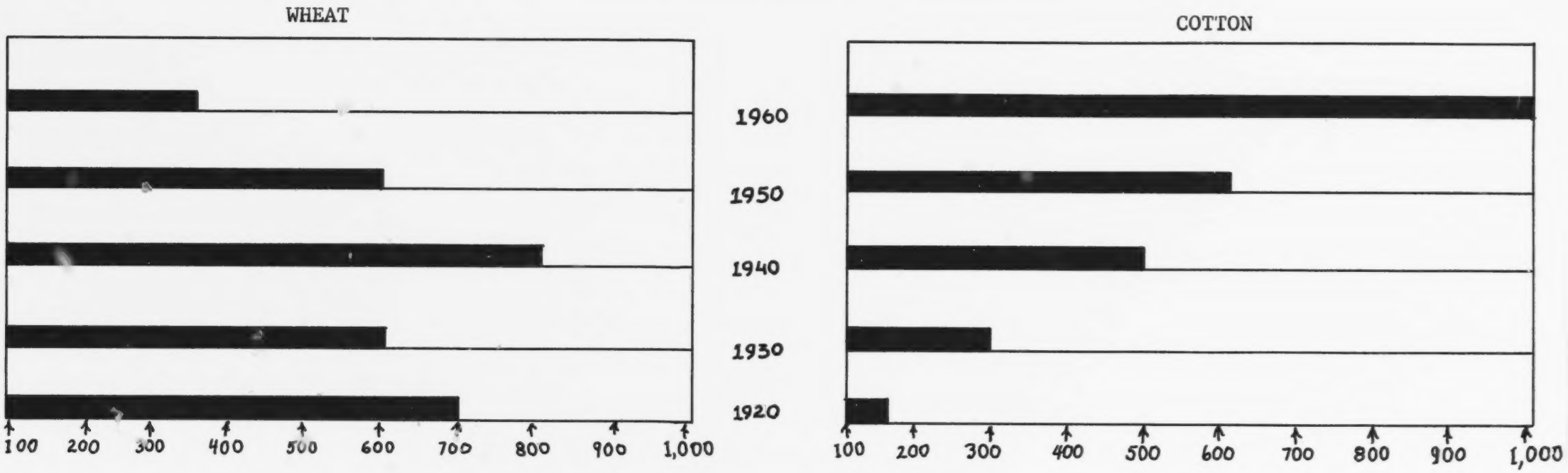
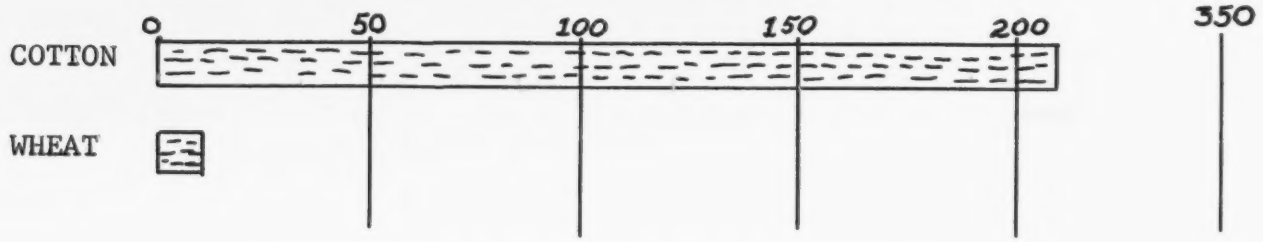
Organizing Idea: A wide range of human and natural resources in a state makes possible a variety of economic activities.

Notes to the Teachers	Learning Activities

THOUSANDS OF ACRES PLANTED (IN CALIFORNIA)



VALUE OF 1968 CROP IN MILLIONS OF DOLLARS



UNIT II

MAIN IDEA: MAN'S WAY OF LIVING IS AFFECTED BY THE PHYSICAL AND SOCIAL ENVIRONMENT IN WHICH HE LIVES.

Organizing Idea: *A wide range of human and natural resources in a state makes possible a wide variety of economic activities.*

Notes to the Teacher	Learning Activities
The chart below is an example of a response to the study question on raw products in Act. 11.	15. Let the "regional committees" exchange information on their raw products and fill in the rest of the chart as in the student-prepared chart below from California.

Example of Student-Made Chart Showing Important Raw Products and Natural Resources of California

SOUTH COAST	NORTH & CENTRAL COAST	MOUNTAINS	DESERTS	CENTRAL VALLEY SOUTH	CENTRAL VALLEY CENTRAL & NORTH
*Citrus fruit Other fruit Vegetables Nuts Hay Poultry *Tuna Other fish *Oil Gas Flower seed	*Lumber Sheep Milk Grapes Vegetables Apples Other fruit Berries Flower seeds *Lettuce Carrots Sugar beets *Prunes Poultry Fish Cement *Salt Nuts	*Lumber Cattle Sheep Telephone poles	*Dates *Lettuce (winter) Other vegetables Iron ore *Boron Cotton Grapefruit Melons Grapes Sugar beets Flax Corn Hay Cattle	*Cotton *Raisins Wine grapes Vegetables Fruit Nuts Hay Grain Turkeys *Oil Gas Milk	*Rice Asparagus *Tomatoes Other vegetables *Peaches Other fruit Olives Nuts Hops Hay Grain Cattle Sheep Corn Gas

*Indicates major importance in that region

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Notes to the Teacher	Learning Activities
Evaluation Note the extent to which the reports answer all questions, are accurate (note errors to be corrected) and well organized.	16. Let a few students present oral reports on some of the different kinds of people involved in obtaining the state's raw products or natural resources. Have them use the questions below as guidelines for their research but point out that they are to emphasize how people are involved in each instance. • How is this resource obtained? • By whom? • What must be done to obtain it? • Once it is obtained, what happens to it? • How is it used? • What effect does it have on the lives of people?
Optional Activity: Have students make small pictures of the main products in each of the regions and place them on the map or around it. For example, these might be in the shape of bowls. In California: raisin bowl - Fresno salad bowl - Imperial Valley rice bowl - Sacramento	Text Suggestions: 1. _____ p. 2. _____ p. 3. _____ p.
	17. Let the class identify from the chart in Act. 15 the products that are dependent on water. • How is water obtained? • By whom? • Which regions received the most rainfall? • Which regions receive the least?

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Notes to the Teacher	Learning Activities
	Using pictures, develop the meaning of *source* and *watershed*. Using a relief map, locate the mountains and rivers. What happens to the rain (and snow) that falls in the mountains? Discuss what is meant by a *drainage system*.
	18. Let the class read about the projects that make possible irrigation or some other kind of special land use technique. (For example, drainage of swamp areas). Ask: What are other uses of stored water? (If references covered this.) For example: electric power skiing, fishing, swimming Text Suggestions: 1. _____ p. 2. _____ p. 3. _____ p.

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Notes to the Teacher	Learning Activities
	Audio Visual Suggestions: 1. _____ 2. _____ 3. _____
Map skills Evaluation Maps may be collected and errors noted. Pupils having many errors may be given additional help.	19. Let children place the location of major dams, rivers, and canals on desk maps. With pictures, arrows and other symbols, show: Where the rain falls The direction of flow One of the dams One area that will use the water Text Suggestions: 1. _____ p. 2. _____ p. 3. _____ p.

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Notes to the Teacher	Learning Activities
	20. (For states where irrigation is important) Cut out magazine/newspaper pictures for a bulletin board entitled "White Gold." Plan some organization for the pictures. Ask: Which uses for water did the Indian know about? The early transient? How is it that they didn't develop water into "white gold"? Optional Activity: Look at a map and graph of irrigated lands to practice interpretation of the meaning of these graphic materials.
Inferring and Generalizing Evaluation See Unit I, Act. 14.	21. Discuss the total chart to draw out some generalizations about the state's regions. If necessary, contrast a row at a time; for example: What can you say about our state's climate? Another way to contrast is by each column; for example: What do you notice about the desert region? If sufficient contrast and comparison was covered at the time of exchanging information, generalize from the whole chart. Some of the generalizations students usually make (though they would be worded in terms more characteristic of fourth graders) are:

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Notes to the Teacher	Learning Activities
	The state has contrasts in climate and topography. Certain products are limited to one region - for example, in California, oil in south. Each region may grow different kinds of crops because of different climates. For example, in California: Coast Regions North - timber (much rainfall) Central - more farming (milder climate) Valleys apples (cool climate) oranges (warm climate) cotton (hot climate) A region may, in the main, be limited to certain products. For example: Mountain region mostly livestock and feed North coast mostly timber The production of many crops is influenced by the amount of water available and how people plan to use the water. Then discuss: In what ways might the various regions of the state need each other? What effect might differences among regions in the state have on people's lives?
Evaluation Students' replies here should give some idea of how well Contributing Idea II has been developed.	

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Notes to the Teacher	Learning Activities
	22. Have the students write about one of the following: A State of Contrasts Buried Treasures "White Gold" Some Things the Indians Used Differently Water Without People Is Not Electricity Regions of the State How Climate Affects People's Lives

The next sequence of activities attempts to develop the meaning of *manufacturing*. Many children use the word without understanding what it involves.

Formulating Hypotheses These hypotheses will be checked in Act. 24. The only real difference is that the product is consumed, not sold. Baking pies in the home to sell is a type of manufacturing but is not a factory	23. Select one food item from the product chart and let the class name all the different ways it appears in stores, for example Apples: dried, fresh, frozen, canned juice, sauce, jelly, cider, pies, cookies, cakes Write "manufacturing" on the board. Have students write in their notebooks what they think it means. (Save these for later use.) Tell the class that sometimes we call goods that have been made into something else "manufactured goods." Describe making an apple pie or a cotton shirt at home.

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Notes to the Teacher	Learning Activities
system because the pie maker also owns all the resources that produce the pie.	Is this manufacturing? Why or why not? (Let the class speculate here but do not confirm or deny their impressions at this point. Check them at the end of Act. 24.)
This can serve as a diagnostic question to give you some idea of how much and what kinds of information about manufacturing students possess.	24. Show a film of one industry and ask the children to look for anything that explains how *manufacturing* differs from making something at home. Motion Picture Suggestions: *How Is Clothing Made? The Story of Mass Production* *The Factory: How a Product Is Made* Discuss what is needed and used in manufacturing (such as raw materials, machines, transportation, proximity to markets, cheap power, source of labor, and favorable climate). Have the students look at various sources to determine how many of these are available in their state. Which natural resources are very important to manufacturing? Suggested References: 1. _____ p. 2. _____ p. 3. _____ p.

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Notes to the Teacher	Learning Activities
	Now have the students check their previous thinking (Act. 23) about manufacturing by obtaining a dictionary definition of the term.
Try to get a number of different types and levels of jobs described.	25. Ask some of the students' fathers who work in local industry to describe their work to the class. Prepare the class ahead of time to ask questions of the speakers. For example: What do you like most about your work? Why? What do you dislike? Why? Would you recommend it as a career? Why or why not?
Reading in depth is not necessary here because several sources should be consulted.	26. Let each "regional committee" formed in Act. 11 skim through a variety of sources to find a <u>few</u> of the manufactured goods produced. Which are mentioned in or near big cities? The major ones for each region might be added to the "region" chart (Act. 13 and 15) under headings such as those in the student-prepared chart below.

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Example of a Student-Made Chart Showing Manufactured Goods from California

SOUTH COAST*	NORTH AND CENTRAL COAST*	MOUNTAINS*	DESERT*	CENTRAL VALLEY SOUTH*	CENTRAL VALLEY CENTRAL AND NORTH*
Electronic goods Ships Motion pictures Automobiles Jewelry Furniture Machinery Tires Rubber Clothes Glass goods Concrete goods Steel	Ships Maraschino cherries Electronics Automobiles Steel Dried fruit Canned fruit Canned food Frozen food Petroleum products Paper goods Chemicals Matches Furniture	Wood products Electric power Plywood	Date products	Refinery tools Airplane parts Farm machinery Paper boxes Lumber products Canned goods Frozen goods Dried fruits	Canned food Canned meat Flour Rocket engines Matches

* These will vary with different states.

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Notes to the Teacher	Learning Activities
Students' ability to use an index can be checked in this Activity.	27. Read about the areas where the main manufacturing areas of the state are and why many factories locate in cities. Text Suggestions: 1. _____ p. 2. _____ p. 3. _____ p. Look at a political map of the state. Locate some major cities. Where are there very few cities? What regions would not have many factories? Why? Why do so many factories locate in cities? Text Suggestions: 1. _____ p. 2. _____ p. 3. _____ p. 28. Have students secure information about the location of a few important manufacturing industries in their area, and pin pictures of these on the map started in Act. 12.

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Notes to the Teacher	Learning Activities
	Let them suggest reasons why these manufacturing companies would come to their area. For example: Near cities - people to work and buy Near colleges - people with "brains" Near water, railroad, highways - good transportation Text Suggestions: 1. _____ p. 2. _____ p. 3. _____ p.
Attitudes, Feelings, and Values The first role-playing activity gets at values. Evaluation Note the extent to which students portray probable reactions of the person when they are playing as opposed to their own reactions (de-centering). Note also the degree of sensitivity to the feelings of other persons. In the	29. Let various students role-play one of the following: . Two factory workers discussing what they like and dislike about their jobs. . A factory owner describing the kinds of worker he needs and why he needs them. (Be sure students focus on a major industry of the state.) . Two factory owners discussing how their business is changing and what they foresee for the future. (Again have students focus on a major industry in the state.) . Two workers arguing over the best way to accomplish a given task.

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Notes to the Teacher	Learning Activities
last situation, for example, does the "foreman" indicate recognition of the effects of loss of his job on the employee? See also, Unit I, Act. 28.	· A foreman in a factory faced with the task of firing an employee who has not been performing satisfactorily. 30. Let the class find the word "manufacturing" in the index of several texts. What other word is used for manufacturing? (Industry) Have one student read aloud (or write on the chalkboard or a transparency) the kinds of industry in the state from the index of one of the texts or reference books. For example: Aircraft Automobile Clothing Electronics Food processing Furniture Iron and steel Metal Lumber and wood Motion pictures Television Oil refining Papermaking Shipbuilding Space Tourist Fishing Let each student choose one industry (for example, food processing) and let him list or draw the natural resources needed. Have some

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Notes to the Teacher	Learning Activities
	students read their lists (or show their drawings) to the class. Text Suggestions: 1. _____ p. 2. _____ p. 3. _____ p.
Attitudes, Feelings, and Values This Activity gets at the kinds of resources that people consider important.	31. After the lists or pictures of *natural resources* have been read or shown, ask the students what they think *resource* means. Use the dictionary if necessary. If the term has been used since the beginning of the year, most children should be able to provide an adequate definition. Have students tell how each of the following people is a "resource" to his employer: The man who hoes weeds for the lettuce grower The girl who sorts oranges in the cannery The man who supervises the machinery in the oil refinery The man who trucks the logs to the lumber mill From whom does an employer buy this "resource"? What is it that people are selling to an employer?

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Notes to the Teacher	Learning Activities
	(knowledge, skills, time, energy, muscles) When can a person "sell his work" for a higher price? (accept any reasonable answer) Does education or training increase a worker's selling price? If so, how? Suggest to the class that the time fourth graders are "spending" on studying is the same as the money lumber companies are spending to replant forests. Then ask: Why might this be so? (Delayed return on investment) Let several children give their definition of "human resources." Let other children tell which they think are more valuable to the state, human or natural resources? Why?
Choose those products for which you have books, films, and other references. Data from these questions will be charted in Act. 34 and discussed beginning in Act. 35.	32. Let each of the "regional committees" choose one of the raw products of the region to study the processes involved in getting it to market. The following study questions are suggested: · What different steps are necessary to get this product ready to be used? · What kind of workers are needed? What special skills do these workers have? · How does the work of one person depend on that of another? · What kinds of machines are used?

UNIT II

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Notes to the Teacher	Learning Activities
	· What kind of power runs the machinery? · What goods are made from the raw product? · What is made from the waste materials? · Who buys the product?

Note about reference materials:

Books, filmstrips, and **study** prints are for <u>each</u> committee to use.

It is suggested that the films (shown to the whole class) be utilized not only for committee information but for pointing up, through discussion:

The role of transportation and communication.
The numbers of related industries contributing to, or as a result of this production.
The changes since early times that make today's production possible.
The importance of consumers - what would happen if nobody could buy these goods.
The importance of people, their skills and new ideas.

For example, the following motion picture suggestions were made for the unit on California.

Lumberman: Our Changing Way of Life
Lumberman, The
Redwood Saga
From Trees to Paper
Olive Industry
Tuna Fishing
Tuna Packing
Cotton Planting
Cotton Picking and Ginning
Citrus Culture
Citrus, The Golden Fruit
Seaport
Seaports of the Pacific Coast
Why Communities Trade Goods

UNIT II

MAIN IDEA: MAN'S WAY OF LIVING IS AFFECTED BY THE PHYSICAL AND SOCIAL ENVIRONMENT IN WHICH HE LIVES.

Organizing Idea: A wide range of human and natural resources in a state makes possible a wide variety of economic activities.

Notes to the Teacher	Learning Activities

Suggested References*	LUMBER*	COTTON*	OIL*	ORANGES*	ADDITIONAL*

* To be filled in for each state

33. Have each "regional committee" plan a way of presenting the information to the class. For example:

A flow-chart of pictures that show the successive steps in processing a product
A table display of by-products
A "movie box" of the chain of workers from "the land to the store"
A bulletin board that shows the many ways of making a living from the product

Each committee is also responsible for adding to the map from Act. 10.

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Notes to the Teacher	Learning Activities
	34. Plan a study trip to one of the local industrial plants or ask a resource person to talk to the class. The speaker should be asked to include the content of the study questions in his talk. Tape record the talk so that students may listen again later.
This exchange of information differs from previous ones in that information from all the study questions is put together for a single presentation. The study questions from Act. 32 can serve as guidelines.	35. Have each "regional committee" report on <u>all</u> the information that it has found. Encourage students to use the chart on topography and climate from Act. 13 and a room map as they talk. Let the rest of the class ask questions of the reporting committee. Let the reporting committee present some questions they have prepared for the class to answer. After each report have the class locate on the map: The city or cities that is the trade center for this production area The major highway for truck transportation in that region The nearest seaport for shipping Let the whole class cooperate in reducing the report to its bare essentials for placing on a <u>retrieval chart</u>, such as the student-prepared one that follows.

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Example of Student-Made Chart Showing the Products of California

The product sampling in this chart represents California products. Other products may be more important in your state, but the same column headings might be investigated.

PRODUCT	WHERE FOUND	PROCESSING	WORKERS	FINISHED PRODUCT	WHERE SOLD
Cotton	Central Valley Imperial Valley	Pick Grade Gin Bale Mill	Pickers Gin workers Mill workers Transporters Inspectors	Oil Margarine Cloth Tires Film	California U.S. World
Fish	Pacific Ocean Streams Lakes San Francisco Bay	Catch Freeze (on boat) Sort Stream Clean	Fishermen Cutters Cleaners Canners Truckers	Cat and dog food Oil Chicken feed Paint Food	California U.S.
Oil	Southern Coast Valley	Drill Transport Refine Ship	Drillers Truckers Refinery men Supervisors	Kerosene Gasoline Lubricants Asphalt	U.S. California World
Citrus Fruits	Central Valley Imperial Valley	Pick Grade Freeze Box	Pickers Graders Transport workers Boxers	Pectin Jams Juices Food	California U.S. World
Lumber	Mountains	Cut Transport Mill Make into useable things	Lumbermen Mill workers Transporters Carpenters	Furniture Building material Paper Cardboard	California U.S. World

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Notes to the Teacher	Learning Activities
Inferring and Generalizing Evaluation See Unit I, Act. 14 for suggested procedure. If students respond with "some people do one kind of work," or "special jobs," or "one part of a job," continue asking "why" to get at the idea that with specialization people become more efficient and can produce more.	36. Call attention to the first two columns on the chart and ask: What can you say about our state from looking at the Product column and Where Found? Give many children an opportunity to respond. Call attention to the two columns, Processing and Workers, and ask the same type of open question as above. Do the same with the last two columns, Finished Product and Where Sold. Have students look at the whole chart and think of all they have been saying. Ask: What are some important ideas we have learned?
This question is an attempt to get the students to build on their earlier generalizations and, in effect, form generalizations of generalizations.	37. Have the students interview their parents or other adults about their jobs. • What do they do? • Who tells them what to do? What is he called? • What does he have to know? • Why is his job necessary?

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Notes to the Teacher	Learning Activities
	Ask students: What do schools produce? (educated children) List all the kinds of workers associated with running a school. For example: teachers, custodians, principal, parents, superintendent, school board members, nurses, secretaries, truck drivers, etc. Ask: Which people on the list do the following: Tell others what to do Manage the whole school system Make plans that the superintendent caries out
Before asking this question, be sure that students know what a school superindentent does.	Do you think a school system needs a superintendent to <u>manage</u> everything? Why or why not? When and why might a manufacturing company need a manager? (efficiency and new ideas) How does a factory manager differ from a school "manager"? (Accept whatever suggestions are offered.)
	38. Focus attention again on the columns headed <u>Processing</u> and <u>Workers</u>. Ask: What parents have jobs different from the ones mentioned?

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Notes to the Teacher	Learning Activities
	In what ways are the jobs different? What jobs are alike? Ask the children to look in the Yellow Pages of their phone books at home to find the different kinds of businesses that: Sell things that some other business makes Do jobs for people that they could do themselves Transport people and goods Keep people healthy Have students think of other jobs that differ from processing a raw material. (See Act. 37 for categories) Where would businesses who "serve" people find more customers: near manufacturing centers or near farming areas? Why?
The suitability of these activities will vary with different states.	Optional Activities: If some parent owns a store, ask the child to find out how a store differs from a factory. For example: Let the "lumber" and "petroleum" committees tell how a gas station differs from a lumber mill. (In terms of production vs. selling) Let someone describe how the motel business differs from the lumber business. From the gas station business.

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Notes to the Teacher	Learning Activities
If this might be an uncomfortable experience for your class, have students tabulate the jobs they would like when they grow up.	39. Ask students for their definition of a "service" business or job and let them tabulate their parents' jobs under the following: Farms /// Factories /HH Fishing/forests/mining / Services /HH / Have students decide if their families get most of their income from: Farm production Factory production Services for people Some of each
This activity is not intended to go into depth about service occupations, but any study of a highly industrialized area cannot ignore the tremendous growth of service occupations and businesses--the wholesale and retail trade, domestic service, professional services, government, teaching, transportation, and communication.	Plan a bulletin board or panel of pictures that show local service industries that early settlers in the state would never have dreamed of: Poodle beauty shop Pizza parlor Trailer parks Drive-in movies 3-minute car wash
<u>Attitudes, Feelings, and Values</u> This activity helps students perceive how workers in industry feel about their jobs.	40. Let several students interview different members of the community who work in industrial jobs (all levels) to obtain information about how they <u>feel</u> about their work. What do they like and dislike?

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Notes to the Teacher	Learning Activities
Applying Generalizations Evaluation Responses should give some idea of the degree to which the Main Idea has been developed. See Also Unit I, Act. 44. Emphasize the flow of money out of the bank to correct most children's notion that a bank is just a place for storing money.	41. Focus attention on the chart (see Act. 34) and ask: If our state were to use up all of its (_____) (a major resource, for example petroleum) what might happen? Optional Activities: Let each committee tell about some of the machinery used to obtain its resource. How does a manufacturer pay for these machines? (profit/savings) Where else can he get money? (borrow) Show the motion picture *Money In The Bank and Out.* What resource do banks supply? Ask the citrus fruit committee (or other food group): Who buys most of the food sold by food processors, families or factories? What other industries produce goods that families buy and use up? Discuss: When and why might one industry buy from another industry to to help produce goods? Let the class talk about the difference they see in each of the following situations:

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Notes to the Teacher	Learning Activities
	Mother buying tomatoes. A cannery buying tomatoes. Father buying a tire. An automobile plant buying a tire. (consumer goods, producer goods) Present the class with several items from the chart and let them tell under what conditions the item is used up (consumed), and when it helps produce something else. (Keep it simple and avoid tools and appliances unless you have a strong background in economics.)
	42. Have the students write a short essay on the topic: How Manufacturing Affects the Lives of the People in our State.
	Conclusion Call attention to the map (or maps) the class started in Act. 12 and recall the discussion about the state's boundaries (Opener). Let each "regional committee" tell about the contributions of its region to the state. Write on the chalkboard some reasons that the class suggests for having a variety of regions included in a single state.
Evaluation See Unit 1, Act. 17.	Let each student write a story about the state, imagining that one region has been omitted. What effect might this have? Have students use sketches or illustrations, if possible, to present their ideas.

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Notes to the Teacher	Learning Activities
If necessary, give examples of social and physical environments to the class.	Then discuss: To what extent does the environment (both physical and social) in which man lives affect how he lives?

OBJECTIVES

The objectives listed below are those particularly stressed in this unit. They are greatly shortened versions of the behavioral objectives presented in the master list at the beginning of this Guide. The number in parentheses following each objective refers to the corresponding objective in the master list. The teacher should review the objectives carefully before proceeding with planning for any unit.

a. Listing, grouping, and labeling-concept development (1)

b. Making comparisons (2)

c. Determining relationships (3)

d. Forming generalizations (4)

e. Explaining cause-and-effect relationships (7)

f. Forming hypotheses (8)

g. Sensitivity to feelings and thoughts of others (9)

h. Ability to relate one's own values to those of others (13)

i. Comprehension of concepts and generalizations about the various people who have lived in the state: Indians, early transients, settlers, and present residents (17)

Note: Although these objectives are stressed particularly, the teacher should implement additional objectives in the master list where appropriate.

UNIT III

MAIN IDEA: AS SOCIETIES GROW, BOTH THEIR REQUIREMENTS AND THEIR PROBLEMS CHANGE.

Organizing Idea: *Population growth has been a major factor in creating a number of human and environmental problems. These problems have resulted in a variety of demands being made on government.*

Contributing Idea: 1. Neither human nor natural resources are inexhaustible.

Content Samples:

Population growth
Urban problems
} in the state

Contributing Idea: 2. People will demand services from their government if they feel they need the services and cannot provide them for themselves.

Content Samples:

Police
Schools
Taxes and fees as payment for services
} in the state

Contributing Idea: 3. In attempting to deal with change, governments sometimes take actions that are prejudicial to basic human rights.

Content Samples:

Interaction between members of different ethnic groups
Government discrimination against Chinese and Japanese in the past

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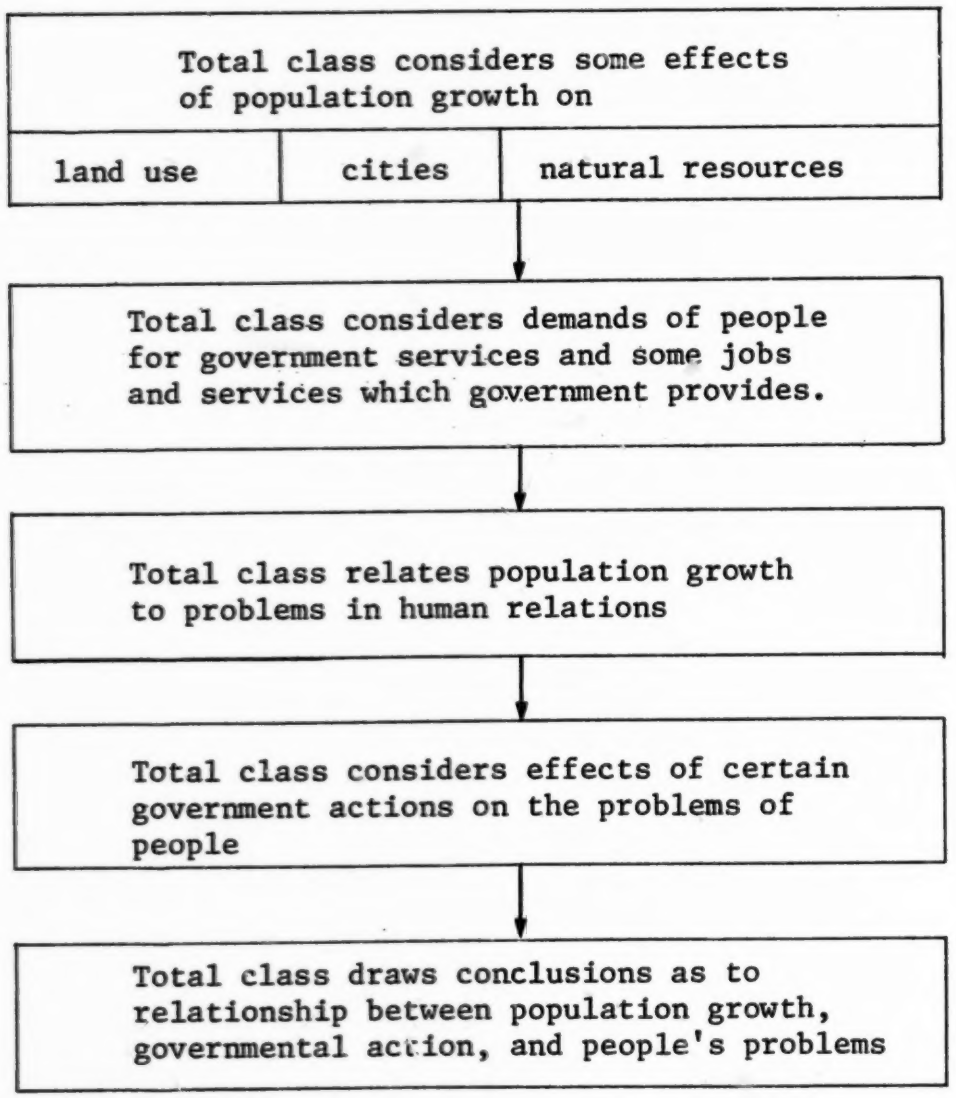
Opener - Act. 7

Act. 8 - 17

Act. 18 - 21

Act. 22

Conclusion



UNIT III

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Notes to the Teacher	Learning Activities
The purpose of the Opener is to start students thinking about the limits of natural resources.	**Opener** Have students describe what would happen if twenty new students entered their school every day. Have them be specific, for example: 1st day: More books, chairs needed 5th day: Rooms filled Need another bus 10th day: Playground crowded More yard accidents Classes in library, halls Etc. Ask: Why would more land be needed very shortly? Who would buy the land? Why? **Development** 1. Have the class recall from Unit I: Why it was possible for early transients to have the use of so much land. Why the first settlers could settle wherever they wanted and move around freely to new places. What happened in each case as more people moved in. Let the class describe the increase (or decrease) in the state's population as shown on a chart or graph.

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Notes to the Teacher	Learning Activities
	Text Suggestions: 1. _____ p. 2. _____ p. 3. _____ p. Have students discuss: In 1975, with more people there will be less----------.
Pursue this to make the class aware of less land available for farming, for parks, for recreation.	Optional Activity: Have students draw lines (with one inch representing one million people) to show the number of people in the state from the time of statehood to the present. 1890 - 1940 - 1910 - 1950 - 1920 - 1960 - 1930 - 1970 - Some children may want to learn a way to show the number of people in the entire United States in: 1870 - 1850 - 1770 -

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Notes to the Teacher	Learning Activities
	Others may wish to draw chalkboard lines to represent the projected population of the state in: 1975 - 1980 - Suggested References: 1. _____ p. 2. _____ p. 3. _____ p.
In areas of slow growth, children can report items of change from newspapers or television.	2. Ask the class to look for evidence (in newspaper articles and by personal observation) of land disappearing because of population growth in the local community, for example: New subdivisions — New schools New freeways — Shopping centers New gas stations — Industry Select one item and let the class decide other ways the land could be used if a new (school, subdivision, refinery) was not built there, for example: Grow walnut trees Make a park Build a boat harbor

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Notes to the Teacher	Learning Activities
	Who should worry about less and less land? Why?
Attitudes, Feelings, and Values This activity is designed to help students empathize with the feelings of other people. Evaluation Exercise follows Act. 9. See also Unit I, Act. 28	3. Have two or more students role-play the following: Two elderly people replying to a state highway official who has just told them that they must sell their home to the state. A new highway is to be built through the area where their house is located. Then discuss the following questions: • How do you think the two elderly people felt? How do you think the highway official felt? Why? • Has anything like this ever happened to someone you've known or heard about? How did they feel? • What else might be done in this situation? • What would it take to do this?
If student replies to the next-to-last question are far-fetched, you may want them to research various sources before discussing the last question.	
Map skills	4. Using a text or other reference, have students look at a map of the United States and contrast the size of their state with other states. Call attention to the area of the state. How does it rank in size? What evidence is there that land is becoming scarce in some places?

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Notes to the Teacher	Learning Activities
	Display a population map and ask the class to tell: What the map shows. Where the population of the state is located. What difference it makes. Optional Activity: You may want to introduce the idea of *scale* with your class. Look at several maps of the state, each a different size. Develop the meaning of drawing a map to scale. Suggested Reference: *The Earth: Maps and Globes*, (Martucci), pp. 45-50 Alternate Activity: Let children working in pairs measure the state text with a ruler. One child moves across the room with the text, while the other holds the ruler in a vertical position close to one eye (other eye closed). With the end of the ruler lined up with the top of the book, how many inches away is the bottom of the book? How much of the cover detail shows clearly? How has the width of the book changed? Let students suggest ways to draw the book half of its real size. Have them draw several items to different scales, for example, pencil, eraser.

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Notes to the Teacher	Learning Activities
	Have students observe maps (and globes) of different sizes to find how many miles one inch represents. Let various students describe how a large map differs from a small one. What doesn't change? Text Suggestions: 1. _____ p. 2. _____ p. 3. _____ p. 5. Using a large wall map, have the class identify the large cities where most of the state's population is. Let students discuss what problems they think cities with increased population are going to have: • What are the problems? • What is being done? • How is it being done? • Who is doing it? • What do higher costs have to do with it? Then let the class read about city problems to check on the ideas raised in the discussion.
This is an appropriate place to introduce printed and visual matter dealing with the problems of minority groups in urban areas.	

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Notes to the Teacher	Learning Activities

Text Suggestions:

1. _____ p.
2. _____ p.
3. _____ p.

Alternate Activity:

Show the motion picture *What is a City?* Focus on the problems caused by the growth of cities by having the class take notes on the questions listed above.

6. List some of the problems mentioned by the class or seen in the motion picture and what is being done in cities to try to improve conditions.

Prejudice and discrimination - Laws, human rights groups
Traffic jams - Freeways
Slums - New buildings
Smog - Burning laws
Using up land - Planning Commissions

Ask:

What on the list is done especially to help a city's human resources?
To save its natural resources?

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Notes to the Teacher	Learning Activities
Evaluation of originality of suggestions	To what extent are the things being done effective? What else might be done? Optional Activity: If the class is not aware of what is being done to try to improve urban conditions, have one or two students read in current magazine sources and report orally to the class.
Evaluation procedures suggested in Unit I, Act. 10, 11 may be used here.	7. Ask students to recall all the natural resources the state had when the early settlers arrived. Let them read about what happened to some of the resources after the first rush of people to the state. Suggested question sequence: 1) What happened to _____ (any of the resources of the state)? 2) How did this happen? 3) What effects did this have on people? 4) What effects did this have on the natural environment? 5) In what condition is this natural resource today?

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Notes to the Teacher	Learning Activities
	Text Suggestions: 1. _____ p. 2. _____ p. 3. _____ p. **Then discuss how the problem might have been prevented.** **Optional Activity:** **Some children may want to report on various individual efforts to save the state's natural resources.** **Text Suggestions:** 1. _____ p. 2. _____ p. 3. _____ p.
8.	**Ask students to obtain information at home about the items below:** **A hunting license** **A fishing license** **Deer and pheasant tags**

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Notes to the Teacher	Learning Activities
	Duck and fish stamps Improved campsite permits Suggested questions for students to ask: . How does one obtain one of the above? . What does it cost? Where do the fees go? . What rules must you follow to use _____ (choose one)? Then discuss: Why are people willing to pay fees to obtain licenses and permits? Why do we need licenses and permits at all?
Through questions, you might draw from the class names of other groups that want good roads (in addition to those mentioned in the text). For example, car drivers, manufacturers and sellers of cars, road builders, sellers of gas, etc. Take advantage of any local argument	9. Show the filmstrip *Why We Pay Taxes.* Discuss: . How highways are paid for. . Who wants good roads. . What might happen if we didn't pay taxes.

Notes to the Teacher	Learning Activities
over the location of highways/streets to point up the always present opposing points of view that sometimes aid and often prevent the solution of a problem.	Alternate Activity: If filmstrip is not available, appoint a committee (or ask for volunteers) to investigate and report to the class on this topic. Give them the following questions to serve as guidlines. · Who pays taxes? · When? · For what kinds of things are taxes used? Then discuss with the class the last question listed above. Ask the students to notice any speed limit signs near the school or their homes. Discuss: Who wants these speed limits? Why do drivers obey these laws? Text Suggestions: 1. _____ p. 2. _____ p. 3. _____ p.

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Evaluation Exercise

Learning Activity 3

Attitudes, Feelings and Values

Questions such as these, which explore children's reactions to inter-personal conflict are particularly useful in assessing feelings and attitudes. Each pupil may be asked to write his answers to one or more of the questions prior to discussion or a checklist may be used to record instances during class discussions. In either case, the following criteria are suggested.

1. Ethical Concern (Objective 11)

   The following categories may be used to group or note responses.

   a) Expedient The problem is solved as easily as possible without regard to ethical concerns or by referral to other authority, e.g., "They should move," "Tell him they won't."

   b) Acceptance of rules Adherence to particular rules is considered the desireable solutions, e.g., "They have to obey the law," "Their lawyer could tell them what they have to do."

   c) Concern for participants An attempt to reconcile opposing viewpoints, e.g., "They should talk it over and see if there's another way," "Maybe they could talk to the people who plan the highway."

2. Sympathetic Response (Objective 11)

   a) Punitive toward person(s) involved, e.g., "They're silly," "He's mean."

   b) Neither punitive nor sympathetic.

   c) Sympathetic or supportive of person(s) involved, e.g., "He feels bad to have to tell them," "They'd be scared of moving."

3. Rationality (Objective 8)

   The degree to which "problem solving" is applied to the situation.

   a) Only one solution is suggested throughout the series of questions. Pupil gives no evidence of awareness that his solution may be imperfect or that others of equal merit are possible.

   b) Pupil indicates two alternative solutions without elaboration.

   c) Pupil indicates more than two possible solutions and/or indicates willingness to consider other options (esp. in Question: "What else....").

Possible Use of Results

Comparisons may be made with similar exercises later in the year. One would, in general, hope to see substantial increases in frequencies in the latter categories of each criterion indicating that pupils became more 'ethical' in the sense of progressing from simple expediency to acceptance of rules to concern with the implications of rules for those involved and that they become more sympathetic to persons in a conflict situation and more flexible in developing solutions.

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Notes to the Teacher	Learning Activities
	10. Let several children explain what rules some of the following people enforce at school: Committee chairmen - Return reference books Safety patrol - Cross the street at corners Class president - Speak when it's your turn Principal - Walk in the school building Yard teacher - Keep the bicycles in the rack Let the class decide in what area these people have responsibility, for example: Class president - Safety patrol - Class members -
Map skills This activity is not a depth study of law enforcement; only a way of calling attention to political divisions within the state.	11. Have students look at a county map of the state. Explain the area of authority for local police, the county sheriff, and the state highway patrol. Text Suggestions: 1. _____ p. 2. _____ p. 3. _____ p.

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Notes to the Teacher	Learning Activities
	12. Recall the meaning of "service jobs" developed in Unit II. What "services" besides traffic control do police provide? Who wants these services? Who might not want them? Have students look in the phone book and find some additional government services for the local community, the county, and the state. They will need to know how to find the listings, for example: U. S. Government Then prepare a bulletin board display of the many service jobs that exist in your community and state. (This would provide an excellent opportunity to illustrate jobs performed by individuals of different ethnic groups.) 13. Ask the class to explain why each family doesn't provide these services for themselves. Let students plan some humorous drawings or cartoons about their neighborhood, showing each home with its own "services," for example: Fire truck in each driveway Watch dogs on chains by each door Different kind of street light for each house Fathers sweeping streets Mothers teaching children to read

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Notes to the Teacher	Learning Activities

14. Read about the divisions of government people live under and how government services are paid for.

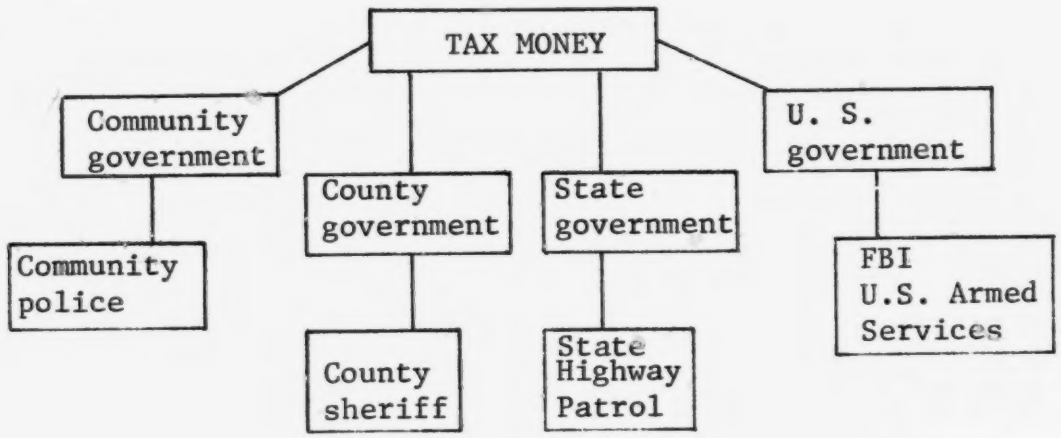
    Text Suggestions:

    1. _____ p.

    2. _____ p.

    3. _____ p.

15. Develop with the class a simple diagram to illustrate how taxes contribute to the development of services. For example:



UNIT III

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Notes to the Teacher	Learning Activities
	Optional Activity: **Let the class draw pictures for a bulletin board, such as:** **Services for Everyone** — **Pictures of several services** **Everyone Pays** — **Pictures of licenses, fees, tax money** **Then discuss:** **What might happen if we didn't have these services?** **OR** **Which of the services we have discussed, if any, might we do without?** **Which would you <u>want</u> to do without? Why?**
<u>Attitudes, Feelings, and Values</u> The last question gets at what students consider important, and why.	

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Organizing Idea: Population growth has been a major factor in creating a number of human and environmental problems. These problems have resulted in a variety of demands being made on government.

Notes to the Teacher	Learning Activities
	16. Ask the principal to describe to the class the procedure of getting a new school building. Ask him to illustrate with a diagram the school system "government." Include information on how school boards are supposed to represent all the community and are selected to provide what people in the community want.
	17. Have the class look again at the chapter on government in a text or other resource to find titles of people who do jobs similar to those found in a school district, for example: Board of Education - Town Council - State Legislature - Congress School Superintendent - City Manager - Governor - President Find the things about which our government makes laws.
Evaluation suggestions in Unit I, Act. 14, 17, 19, 32 and Unit III, Act. 3 for criteria which are appropriate here.	18. Have students tell some of the different ways they might solve such school problems as: The girls take all the room playground balls. The class makes fun of a new boy. The big boys push the smaller ones off their bicycles. Someone has been taking food from the lunch sacks. The class wants a trip to the cannery five miles away.

MAIN IDEA: AS SOCIETIES GROW, BOTH THEIR REQUIREMENTS AND THEIR PROBLEMS CHANGE

Organizing Idea: Population growth has been a major factor in creating a number of human and environmental problems. These problems have resulted in a variety of demands being made on government.

Notes to the Teacher	Learning Activities
	Some individuals make fun of another student who is of a different color. Which of these problems would require rules? Which problems require more than a rule to solve them? Why? Then discuss: Is there any one best way to solve a problem? Why or why not?
Evaluation See Unit I, Act. 10, 14. Individual evaluation is facilitated if students write their answers.	19. Have students refer again to the population data obtained in Act. 1, the effects suggested in Act. 2, and the problems discussed in Acts 5 and 6. Then recall (from Unit I) the many different groups that have come to the state and the many groups that live in the state now. Ask: What problems can result when members of different groups come together? For example: Dislocation of Mormons and movement to Utah Discrimination against Jews in New York What advantages develop? Mingling of viewpoints Learning customs of others Acquiring new ways of doing things

UNIT III

MAIN IDEA: AS SOCIETIES GROW, BOTH THEIR REQUIREMENTS AND THEIR PROBLEMS CHANGE

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Notes to the Teacher	Learning Activities
	20. Read to the class a story concerned with human relations, involving if possible, interaction between members of different ethnic groups. Use the following question sequence: 1) What happened? 2) Why do you think this happened? 3) How do you think (the person involved) felt about it? 4) Has anything like this ever happened to you or to someone you know? 5) How did you (or he) feel? 6) Why do you think you (or he) felt that way? 7) How could the story situation have been different? Suggested References: *Little League Heroes*, (Bishop), black people *Little Sioux Girl*, (Lenski), Indian girl *Run, Reddy, Run*, (Biesterveld), migrants *Willy Wong, American*, (Oakes), Chinese boy (See the human relations bibliography at the end of this guide and other references dealing with individuals from various ethnic groups.)
Attitudes, Feelings, and Values This question sequence is designed to help students identify the feelings of others and compare such feelings with their own. Evaluation See Unit I, Act. 10 (especially for Question 2) and Unit III, Act. 3 for procedures appropriate here.	
Evaluation See Unit I, Act. 10, 17 and 32. Note particularly suggestions pertaining to basic as opposed to more superficial contributions, e.g., "Much	21. Let different students report on the contributions that various ethnic groups have made to the state (customs, dress, foods, music, art, literature, language, etc.)

MAIN IDEA: AS SOCIETIES GROW, BOTH THEIR REQUIREMENTS AND THEIR PROBLEMS CHANGE

Organizing Idea: *Population growth has been a major factor in creating a number of human and environmental problems. These problems have resulted in a variety of demands being made on government.*

Notes to the Teacher	Learning Activities
of our music industry is based on music that came from black people," as opposed to "You see more *dashikis*."	Then discuss: In what ways have the contributions of these groups brought about change within the state?
<u>Attitudes, Feelings, and Values</u> These questions get at what people consider important. <u>Evaluation</u> See Unit I, Act. 10, 32.	22. Have the class read about government involvement in social injustice. Ask: What was the problem? What did the people want? How did they get what they wanted? Was this fair or not? Explain. Why do you think this happened? Why do people disagree on what is fair or unfair to other people?
	Text Suggestions: 1. _____ p. 2. _____ p. 3. _____ p.
A more complete guide may be necessary for your state. It is suggested that several more items be included before discussion takes place.	Conclusion Have students recall some of the problems that have been studied throughout the year. Ask them to describe the problems and what

UNIT III

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Notes to the Teacher	Learning Activities

happened as a result.

List those suggested on the chalkboard, for example:

PROBLEM*	WHAT WAS DONE
Prejudice and discrimination	People forced to move. Human rights groups formed. Laws passed.
Lands ruined by mining	State laws for farmers
Land quarrels by wheat, cattle, and sheep men	State grazing laws
Feeling against minority groups	Laws against or protecting minority groups
Water needed	Government water projects
Waste of natural resources	Laws to save forests Fish and game laws
Waste of human resources	School laws. School system. Traffic laws. Highways. Smog control laws.

*Problems appropriate to your state should be discussed here.

UNIT III

MAIN IDEA: AS SOCIETIES GROW, BOTH THEIR REQUIREMENTS AND THEIR PROBLEMS CHANGE

Organizing Idea: Population growth has been a major factor in creating a number of human and environmental problems. These problems have resulted in a variety of demands being made on government.

Notes to the Teacher	Learning Activities
Attitudes, Feelings, and Values This question gets at attitudes. Inferring and Generalizing Evaluation See Unit I, Act. 14 and 44 for procedures applicable here.	Use a question sequence that allows the class to generalize, for example: 1) What can you say about the "problems" people in the state have had? 2) Why did they happen? (generally, not specific) 3) What can you say about "what was done" to help solve these problems? 4) Why was it done that way? 5) Was this good or not good? Explain. 6) What are some important ideas we have been talking about?

BIBLIOGRAPHY

This fourth grade Guide is designed so that people in different states can use it to study their own state. While a framework is provided, specific text, book, and audio-visual references are impractical. Occasionally in the body of the Guide examples of text references are given; they are not meant to be used in in any other way and therefore, are not cited in this bibliography.

Therefore, the only substantial bibliography included in the fourth grade dealing with the area of human relations - the relationship between the most obvious ethnic minorities in a state and the dominant culture in the state. Because they are highly relevant in many situations, certain books are cited in the following bibliography. If, however, other ethnic groups have been more prominent in a particular state, readings on those groups should be found and substituted for the suggested ones.

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BLACK AMERICANS

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AUDIO-VISUAL MATERIALS

The motion pictures, filmstrips, and study prints, listed below are those materials referred to in the learning activities. While all materials were carefully selected, no listing can be complete, and if appropriate films, filmstrips, or study prints, are available but not listed, they should be used. The individual teacher is in the best position to determine the suitability of materials for a particular class.

The Roman numerals indicate the Unit in which the film, filmstrip, or study print is used.

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How Is Clothing Made? The Story of Mass Production.
Los Angeles, Calif:
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Why We Pay Taxes.
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